DOCUMENT RESUME

ED 299 778 EC 211 057

AUTHOR	Pucciarelli, Catherine S., Ed.
TITLE	A Curriculum for Mainstreamed Preschool Children Who Are Hearing Impaired developed by Project CHIME.
INSTITUTION	Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	87
GRANT	G008401386
NOTE	252p.; A product of the Division of Special Education Program for the Hearing Impaired. For related documents, see EC 211 058-059.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Aural Learning; Cognitive Development; *Hearing Impairments; *Housing; *Instructional Materials; Language Acquisition; *Learning Activities; Listening Comprehension; Mainstreaming; Motor Development; Perceptual Motor Learning; *Preschool Education; *Teaching Methods; Vocabulary Development
IDENTIFIERS	*Home Curriculum

ABSTRACT

Project CHIME (Children with Hearing Impairments in Mainstreamed Environments) was developed to create a curriculum for use by professionals who are providing mainstreaming opportunities for hearing-impaired preschoolers. The CHIME curriculum is divided into five activity areas that are part of the growth and development process for all preschoolers, but are particularly important for hearing-impaired children. Skill areas include: auditory, cognitive, language, gross motor, and fine motor. The complete CHIME curriculum consists of the following five units: home, self and family, community helpers, shapes and colors, and nursery rhymes and songs. Included in this document is the home unit, which provides the hearing-impaired child with the repetition he or she needs to develop vocabulary and comprehension of things related to the home. The Home unit covers the bathroom, bedroom, kitchen, living room, and front and back yards. Objectives and learning activities for each of the skill areas are outlined for each day. Included are materials for 53 activities, such as making a paper dollhouse and furniture, pasting, matching, drawing, completing worksheets, etc. A list of books, records, and educational toys and materials relating to the home unit is appended. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED299778

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF NASSAU COUNTY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A CURRICULUM FOR MAINSTREAMED PRESCHOOL CHILDREN WHO ARE HEARING IMPAIRED

developed by

PROJECT CHIME

DIVISION OF SPECIAL EDUCATION
Program for the Hearing Impaired

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Betty Gittman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 211057

BEST COPY AVAILABLE

The Project CHIME curriculum is intended for the use of prechool professionals working with hearing impaired children in mainstream settings and others involved in the education of preschoolers especially those with handicaps. The material does not necessarily reflect the positions or policies of the United DStates Office of Education or the Nassau BOCES.

No portion of the curriculum may be copied for publication or distibuted without the written permission of the project director.

Project CHIME - A Model Program to Mainstream Preschool Hearing Impaired Children, Ages 2 to 5, in a Variety of Integrated Settings

Funded by the United States Department of Education, Office of Special Education and Rehabilitative Services

Grant Number: GOO8401386
Project Number: 024BH50038
CFDA Number: 84.024B

Copyright by the Board of Cooperative Educational Services of Nassau County, Valestines Road and The pLain Road, Westbury, NY 11590

TABLE OF CONTENTS

Page

1. General Introduction 1.

2. Home Unit - Introduction 6.

3. Home Unit - Outside 7.

4. Home Unit - Bathroom 20.

5. Home Unit - Bedroom 33.

6. Home Unit - Kitchen 46.

7. Home Unit - Living Room 59.

8. Home Unit - Activity Materials

9. Appendix

GENERAL INTRODUCTION

This curriculum was developed by Project CHIME, a mainstreaming program developed by Nassau BOCES Program for the Hearing Impaired, through a federal grant from the Handicapped Children's Early Education Program, United States Department of Education.

The CHIME project was based on the belief that some very young children with hearing impairments will develop to their potential more readily if given opportunities to learn and play with their hearing peers. Mainstreaming those hearing-impaired preschoolers who are ready for the experience, especially in structured settings, aids in their total development while specifically promoting their language, cognitive, and social skills.

CHIME was developed to provide effective mainstreaming opportunities for those hearing-impaired preschoolers in the Nassau BOCES program who could benefit from attending nursery or preschool some part of each week with their hearing peers. In working with mainstream schools, Project CHIME realized the importance of curriculum activities that are specifically designed to develop skills that must be stressed for hearing impaired children.

In answer to the need for a curriculum that can be used in mainstream settings, Project CHIME developed a series of activities that are beneficial for any preschooler, but particularly important for hearing impaired children. However, before this curriculum is used in mainstream settings, teachers should understand some basic background on how children with hearing losses develop and learn. The following is an outline of some of the information that mainstream teachers working with hearing impaired children should know.

Communication

Learning to communicate is one of the primary problems that hearing-impaired children face in the mainstream. Communication involves both the sending and receiving of messages. Hearing-impaired children have difficulty in learning to talk, the sending of messages, and in understanding the conversation of others, the receiving of messages. They may not hear a message clearly or they may hear it at a reduced volume. Some may not hear it all. Because hearing-impaired children's reception of language is delayed, their ability to communicate through spoken language is developed more slowly.

In addition to listening and talking, communication can be enhanced through facial expressions, touching, gesturing, and body movements. Teachers should understand, however, that when a hearing loss interferes with the development of the specific communication skills of listening and speaking, it effects understanding or cognition as well.

The hearing impaired child may be just as intelligent as his/her hearing peer but the language delay both in receptive and expressive language has limited the child's ability to undertand even those messages communicated through enhancement techniques. Therefore, the hearing-impaired child will need special help to develop understanding and cognition as well as language.

Curriculum Skill Areas

The CHIME curriculum has been divided into five activity areas that are part of the growth and development process for all preschoolers but particularly important for hearing-impaired children. The "Auditory" skill area is discussed first because it must be seen as one of prime importance in working with the mainstreamed hearing-impaired child. The other skill areas include "Cognitive, Language (The code E for expressive langage and R for receptive langauge is used in this area.), Gross-Motor, and Fine-Motor.

Listening Skills - Auditory

It is important for teachers in the mainstream to realize that for all young children, important listening skills are developed over a period of time and in a predictable sequence. While it is necessary for hearing-impaired children to progress through this same developmental sequence, it is more difficult for them due to the hearing loss.

The normal sequences of developing listening skills follows four stages.

Stage 1 - attending to environmental speech sounds and early vocalizing

Stage 2 - recognizing and locating environmental sounds

Stage 3 - hearing at distances and levels

Stage 4 - environmental, vocal, and speech discriminations and comprehension

The hearing-impaired child will need more time and help to pass through each stage of this sequence. Teachers can determine what developmental stage of listening a hearing-impaired child has reached by observing and conferring with any child's specialists that might be working with the child. Once the developmental stage is identified, it can be reinforced in the classroom through the activities outlined in the curriculum box marked "Auditory." Any activity can be an auditory lesson by covering your mouth and giving directions. This eliminates visual cues and focuses the child's attention on listening for messages.

Cognitive

Cognitive development refers to how children understand and organize their world. and includes such skills as reasoning, storing and remembering information, seeing relationships and differences, classifying things, defining and describing, evaluating, comparing and contrasting, and problem solving. Under the Cognitive heading, activities are provided to help children develop these skills. It should be noted that hearing-impaired children have the same potential for cognitive development as normal children and should follow the same developmental sequence.

Preschool children understand and organize their world in terms of language. Since this is one of the areas in which hearing-impaired children have difficulty, their language delay in turn creates a delay in cognitive development. In each section of the curriculum, the activites under "Cognitive" are provided so that teachers in the mainstream can work with all the children but especially with the hearing-impaired child to develop age-appropriate cognitive skills.

Langauge

In the "Language" section, the development of vocabulary and language is stressed. Both are directly related to the child's meaningful verbal experiences. Building vocabulary depends upon frequency. The more a child hears a word, the more likely, he/she is to use the word and to understand it.

In the activities in the Language section, as indeed with all the curriculum activities, the situation in which a word is used is also important. The more meaningful a situation is to a child, the more likely it is that the word will become part of his/her vocabulary. Words children hear most often are the words they first begin to use and understand. Without meaningful experiences, words will not take on meaning for the child.

The hearing-impaired child must hear words repeated more often than children with normal hearing in order to develop receptive and expressive language. Competing environmental sounds, differing loudness levels of the speaker's voice, fluctuating distances from the speaker, and the child's type and degree of hearing-loss... all can act to prevent the hearing-impaired child from hearing speech as often as other children do.

It may take more repetition before a "thematic" group of vocabulary words become internalized for the hearing-impaired child. One of the most important tasks of the teacher is to increase the frequency of imput of vocabulary in the classroom so that the hearing-impaired child gets as many meaningful experiences as the hearing child.

Sequences for Langauge Development

For all children, the following is the normal sequence for developing language

Normal Age	*Development of Talking*
Infancy to 6 months	Stage 1: Using voice to communicate (crying, cooing)
6 to 9 months	Stage 2: Using voice to communicate and make new sounds (cries, grunts, squeals, and a little babbling)
9 to 12 months	Stage 3: Imitating the rhythm and voice patterns of spoken language (extensive babbling) Beginning to attach meaning to speech

12 to 24 months	Stage 4: Extensive babbling and using one-word expressions
24 to 36 months	Stage 5: Enlarging vocabulary, using two-word combinations and short phrases
36 to 48 months	Stage 6: Enlarging vocabulary further, using three or more words at a time to make sentences of varying length and complexity
48 to 60 months	Stage 7: Combining sentences, sequencing thoughts, and telling stories

Hearing-impaired children follow the same sequence but need more time and help to attain each stage. Curriculum activities and materials can be used to reinforce the each stage of development for the hearing-impaired child.

Gross- and Fine-Motor

A hearing-impaired child's gross- and fine-motor development progresses at the same rate as that of a normal hearing child. Gross-motor skills involve using large muscle to move your arms, legs, torso, hands and feet. Fine-motor skills involve using small muscles to move your fingers.

Preschool children are curious and eager to use all of their senses to explore the world around them. Hearing-impaired children are no different. In each unit, activities have been included in both Gross-Motor and Fine-Motor sections to continue developing age-appropriate skills. When appropriate, the vocabulary of the section was carried over into these activities.

The Project CHIME curriculum contains several units based on themes that are of interest to preschool children. The language used is basically the same as would be used in any mainstream nursery school and the actvities will appeal to any preschool child. However, each unit of the curriculum stresses the development of the five skill areas as particularly related to the hearing-impaired child.

Curriculum Units

The first unit deals with the young child's most familiar environment, the home. Activities are listed under the skill areas and should provide the hearing-impaired child with the repetition he/she needs to develop vocabulary and comprehension of things related to the home. Additional units follow the same format and include activities involved with several familiar themes.

The full Project CHIME curriculum consists of the following five units with activities for 125 days.

1. Home
2. Self and Family
3. Community Helpers
4. Shapes and Colors
5. Nursery Rhymes and Songs

Each unit can stand alone or the curriculum can can be used as a whole. Teachers are encouraged to use the format and activities to strengthen the skills of mainstreamed hearing-impaired children while realizing that they will be beneficial to all the preschool children in their classes. Activities can be adapted to meet the needs of individual teachers and classes.

In each section of the HOME unit, there are activity sheets that are to be used with the some of the materials for each day. The sheets are numered H. 1, H. 2 etc. and the same number appears in the curriculum material. It is suggested that teachers use these activity sheet, expanding and developing them using individual creativity.

The Project CHIME curriculum was created by the staff of the project. The outstanding contributions of several individuals should be noted including Nora Stalter who provided the major material for the first draft, Susan Martello and James Elliot who provided guidance and direction, and Richard Cronk who provided the expertise for the computerization of the graphic materials.

Catherine S. Pucciarelli
Editor

HOME UNIT

INTRODUCTION

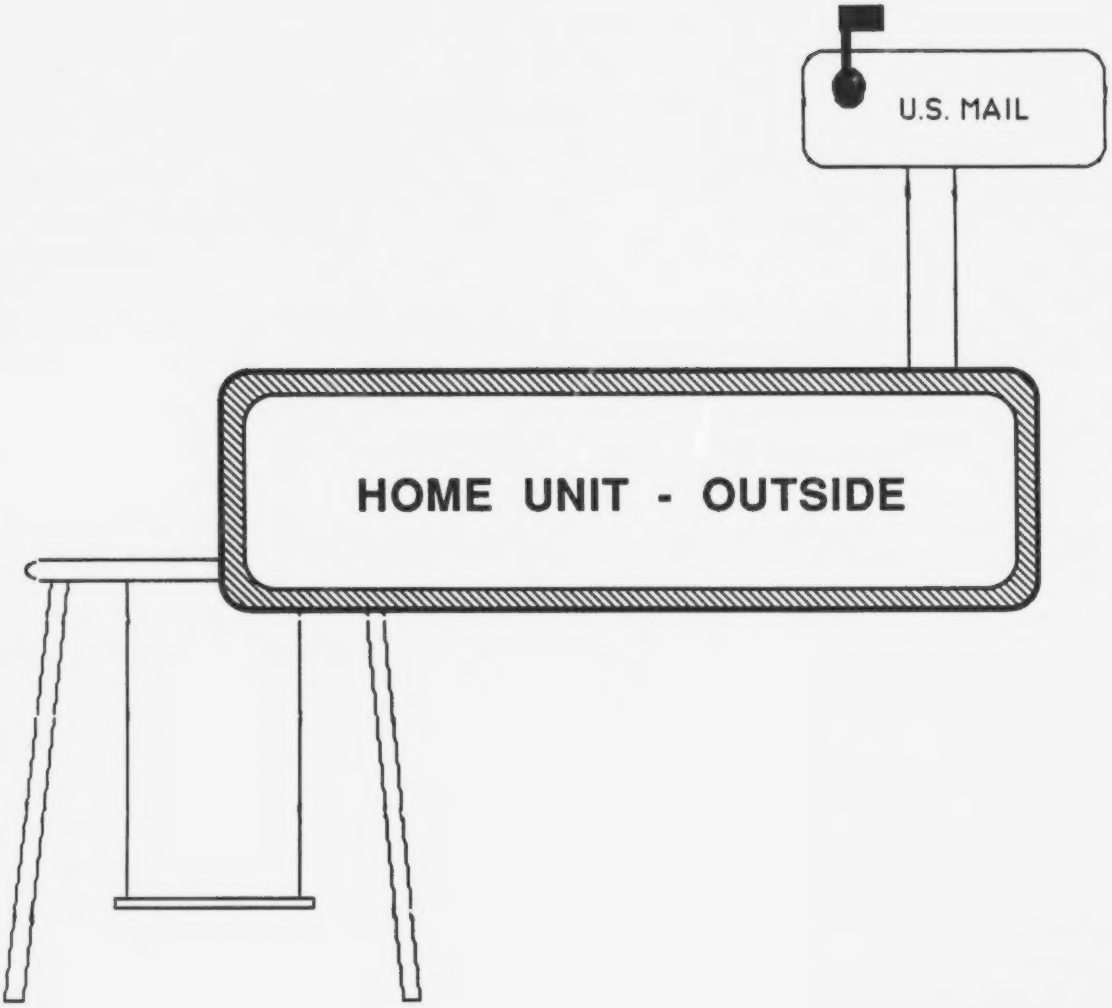
A child's home is his or her first and primary educational setting. It is in the home that experiences are shared by members of the family and the bonding and organizing of a child's world begins.

Children with normal hearing, in their early years, naturally develop the names of furniture, toys and the objects that they see everyday in their homes. They learn family dynamics and daily routines, and they begin to comprehend sequences of events.

Hearing-impaired children miss critical pieces of information due to their handicap and, therefore, have difficulty communicating their wants and desires. The must be specifically taught the names of things in their homes as a vocabulary lesson in order to label their environmenbt and to initiate conversation involving this environment.

This unit on the home covers four rooms of the house and the front and backyard in a section called outside. Depending upon the children's needs, more rooms can be added to your discussion. All the activities in the unit are based on the vocabulary that is listed at the beginning of each section. Auditory lessons focus on getting the child to develop and improve what residual (leftover) hearing they might have and to increase attention span.

HOME UNIT - OUTSIDE



HOME UNIT - OUTSIDE

	COGNITIVE	LANGUAGE E - Expressive R - Recptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
Day 1	To match shapes	To label outdoor vocabulary related to house/apartment (R)	To find the correct picture	To pedal tricycle around obstacles	To paint lines, dots, and circles
Day 2	To label colors	To label house/ apartment vocabulary (R)	To remember 2 and 3 objects	To build a tower	To make vertical and horizontal strokes
Day 3	To recognize the uppercase of alphabet letters	To label house numbers and street signs (R)	To follow 1-3 step directions	To balance and walk on a block path	To roll and pat clay
Day 4	To develop number concepts 1 and/or 2	To develop front-yard vocabulary (R)	To increase auditory memory skills	To build with blocks	To fringe paper with scissors
Day 5	To identify pictures that are the same	To develop back-yard vocabulary	To follow 1-3 step directions	To climb	To manipulate small lego blocks

HOME UNIT - OUTSIDE

Vocabulary List

Nouns

house, roof/shingles, alphabet letters, street, name, sign, mailbox, letters, number, window, chimney, curtain, shutters, blinds, shade, flowerbox, fence, sidewalk, car, playground, bushes, tree, flower, pool, table, chair, grass, dirt

Verbs

cut, put on, cover, look, mix, find, pick, listen, go (to), push, paint, ride, build, draw, fold, make

Prepositions/ Cognitive Concepts

colors, (red, yellow, blue, greem brown, black) letter labelling, same/different, front/back, frontyard/backyard, up/down

Pronouns

I, me, my, he, she, yours, we, they

DAY #1

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To match shapes	To label outdoor vocabulary related to house/apartment (R)	To find the correct picture	To pedal tricycle around obstacles	To paint lines, dots, and circles

Purpose: The children, by sharing pictures of each other's houses, develop receptive language while they learn to compare what makes each house different.

Activity #1 (Cognitive) - Teacher Preparation

1. copy of a house outline for each child
2. cut out shapes of construction paper - one set for each child
3. glue

Procedure - Show the children the house outline and the construction paper shapes. Tell them, "Today, we are going to make a house.Where can we put these shapes on the house?" Encourage the children to glue the shapes onto the house. Hang up the completed pictures. (H.1)

Activity #2 (Language) - Teacher Preparation

1. Send a note home to parents a few days before asking for pictures of the outside of the child's house or apartment.

Procedure - Collect all of the children's pictures in envelopes labeled with their names. Call the children, one at a time, to the front of the table and have them show everybody pictures of their houses. Identify outdoor vocabulary such as trees, garage, mailbox, fence etc. Allow each child to take a turn.

Activity #3 (Auditory) - Teacher Preparation

1. pictures used in the language lesson

Procedure - Tell the children that they are going to play another listening game. Select five pictures from the children's photographs from home. Put them face down on the table. Cover your mouth and describe one of the pictures (i.e. I see a mailbox and a yellow and white house). Ask a child to find that picture.

Activity #4 (Gross-Motor) - Teacher Preparation

1. tricylces and bicycles
2. large cardboard boxes
3. heavy, wide tape

Procedure - Put together several cardboard boxes depending upon the size of the room. Spread them all over the gym, outside, or in classroom. Let the children pedal tricycles around the boxes using them as practice obstacles.

Activity #5 (Fine-Motor) - Teacher Preparation

1. paint
2. paintbrushes
3. smocks
4. cardboard boxes (1 for each child)

Procedure - Give each child a paintbrush and a smock. Tell them that are going to paint their cardboard box houses. Show each child his/her house or apartment pictures. Ask each "What color is your house/apartment?" Give the child that color paint to use on his/her cardboard box.

DAY #2

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To label colors	To label house/ apartment vocabulary (R)	To remember 2 and 3 objects	To build a tower	To make vertical and horizontal strokes

Purpose: Children make a house that contains objects that they might find in their own houses.

Activity #1 (Cognitive) - Teacher Preparation

1. constuction paper the color of each child's house
2. shoeboxes, small cardboard boxes or munchkin boxes from a local donut shop
3. glue
4. scissors

Procedure - Tell the children that they are going to make little dollhouses. Ask them "What color is your house/apartment?" Give them the corresponding piece of pre-cut construction paper. Help them glue the paper on their houses.

Activity #2 (Language) - Teacher Preparation

1. curtains cut from any spare fabric or felt available
2. cut-out shutters, shades, blinds, flower boxes, and chimneys for the children from oaktag or hard paper - Use patterns (H.2 and 3)

Procedure - Put oaktag objects, roof shingles, and curtains in a bag. Tell the children that they are going to decorate their houses/apartments. Pull one object out of the bag and identify it. Ask "Who has ______________ in his/her house/apartment?" Let the children put that object on their boxes. Continue until each vocabulary word has been pulled out.

Activity #3 (Auditory) - Teacher Preparation

1. oaktag/cardboard cut-outs used in the language lesson above

Procedure - Tell the children that they are going to play a "thinking game." Put the objects on the table and identify them again. Cover your mouth and say the names of two of the objects. Have one of the children pick-up the two objects you said. Try the thinking game using three objects.

Activity #4 (Gross-Motor) - Teacher Preparation

1. large blocks

Procedure - Encourage the children to build a house using the blocks.

Activity #5 (Fine-Motor) - Teacher Preparation

1. cardboard play boxes painted in yesterday's fine-motor activity
2. crayons

Procedure - Let the children pick a crayon and give them their cardboard box. Let them make horizontal and vertical strokes on the top of the box to resemble roof shingles.

DAY #3

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To recognize the uppercase of alphabet letters	To label house numbers and street signs (R)	To follow 1-3 step directions	To balance and walk on a block path	To roll and pat clay

Purpose: Children learn their house numbers and/or street signs by making stand-up signs and play houses.

Activity #1 (Cognitive) - Teacher Preparation

1. plastic alphabet letters
2. tape
3. oaktag signs, one for each child, containing the name of his/her street
4. pictures sent in by parents

Procedure - Show the children the pictures of their house and street signs and let them hold their pictures. Hold the oaktag signs up, one-at-a-time, and label them. Give each child his/her sign. Dump the plastic letters on the table and let them match the letters with those on the sign. When all the signs are finished, put them on stands next to their cardboard box house. (H. 4)

Activity #2 (Language) - Teacher Preparation

1. pictures of the children's house numbers
2. cardboard box houses
3. magic markers

Procedure - Show the children the pictures of their house numbers and identify the numbers. Pick one of the cardboard box houses and ask "Who's house is this?" When it is determined which child lives in the house in the picture, ask "What number is on your house?" Draw that number on the house using magic markers. Continue until each child has had a turn to number his/her house.

Activity #3 (Auditory) - Teacher Preparation

1. cardboard box houses
2. street signs made in the cognitive activity

Procedure - Set up the houses and street signs in an open space. Line the children up and tell them to listen. Call one of the children to stand up. Tell him/her to find the house with the number ______. Continue until each child has had a turn.

Activity #4 (Gross-Motor) - Teacher Preparation

1. blocks
2. cardboard houses

Preocedure - With the children, make a road to each house using the blocks. Encourage them to balance and walk on the block paths.

Activity #5 (Fine-Motor) - Teacher Preparation

1. clay or playdough

Procedure - Using the playdough or clay, roll and make numbers. Let them harden overnight.

DAY #4

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To develop number concepts 1 and/or 2	To develop front-yard vocabulary (R)	To increase auditory memory skills	To build with blocks	To fringe paper with scissors

Purpose: Children develop language and vocabulary related to the frontyard of their house/apartment by making a bulletin board.

Activity #1 (Cognitive) - Teacher Preparation

1. copy of house ditto - one for each child
2. number 1 or 2 on each child's house
3. cut outs of paper envelopes
4. glue

Procedure - Give each child a house ditto card some paper cut-out letters. Have the children identify the number and take that many paper letters. Glue the letters on the paper house. (H. 5) (H. 6)

Activity #2 (Language) - Teacher Preparation

1. frontyard/backyard pictures
2. donut or cardboard box houses made in previous activities
3. glue

Procedure - Cut the frontyard/backyard pictures out before the lesson begins. Give each child his/her donut or cardboard box house. Put the pictures of the houses on the bulletin board. Label the pictures that you have cut out. Ask the children "What do you have in your frontyard?" Let them pick those pictures that they have in their frontyard and put them on the bulletin board. (H. 7) (H. 8)

Activity #3 (Auditory) - Teacher Preparation

1. pictures sent in from home that show the front and back of the children's houses

Procedure - Show the children the pictures that they have brought in from home. Pick five pictures and put them face down on the table. Cover your mouth and describe one of the pictures. Have the children find that picture.

Activity #4 (Gross-Motor) - Teacher Preparation

1. large blocks

Procedure - Encourage the children to build a fence around their houses.

Activity #5 (Fine-Motor) - Teacher Preparation

1. tree pattern
2. green construction paper
3. scissors

Put the pattern on the green construction paper and give one to each child. Give each child scissors. Tell the children to cut only on the lines. Hang up the trees. (H. 9)

DAY #5

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To identify pictures that are the same	To develop backyard vocabulary	To follow 1-3 step directions	To climb	To manipulate small lego blocks

Purpose: Children learn about the things that might be found in the backyard of their homes by making a bulletin board and sharing pictures sent in from home.

Activity #1 (Cognitive) - Teacher Preparation

1. the same/different pictures cut into sets of 3

Procedure - Show the children one set of pictures. Label the pictures and put the two that are the same together. Show the children the picture that is different. Introduce the next set of pictures. Let the children find the picture that is different. (H. 10)

Activity #2 (Language) - Teacher Preparation

1. frontyard/backyard vocabulary
2. pictures sent from home

Procedure - Put the frontyard/backyard pictures on the table and identify each one. Ask the children "What is in your backyard?" Show the children their pictures from home to help them. (H. 7) (H. 8)

Activity #3 (Auditory) - Teacher Preparation

1. dollhouse playground play set
2. dollhouse people

Procedure - Take out the dollhouse playground. Label the different parts and give each child a dollhouse person. Tell them to listen. Give each child a direction to follow "Put the boy on the slide, etc."

Activity #4 (Gross-Motor) - Teacher Preparation

1. playground
2. play tunnels, inside gym equipment

Procedure - Encourage the children to climb the gym equipment.

Activity #5 (Fine-Motor) - Teacher Preparation

1. lego/duplo blocks

Procedure - Give each of the children the lego/duplo blocks and encourage them to make houses.

Extra Materials for House Unit

1. Cognitive

a. Show children pictures of animals and their corresponding homes. Match animal to their homes. Mix-up the pictures and match again.

b. Match traffic signs with their shape outlines. (H. 11)

2. Language

a. Put a roof on the large classroom dollhouse. Decorate the house with curtains, shades, blinds, etc.

b. Take a walk outside and collect sticks, leaves etc. Arrange these objects on a paper plate. Mix with glue to make a bird's nesty. Place paper eggs inside.

c. Make a "Who Lives Here?" book showing animals in their homes. (H. 12)

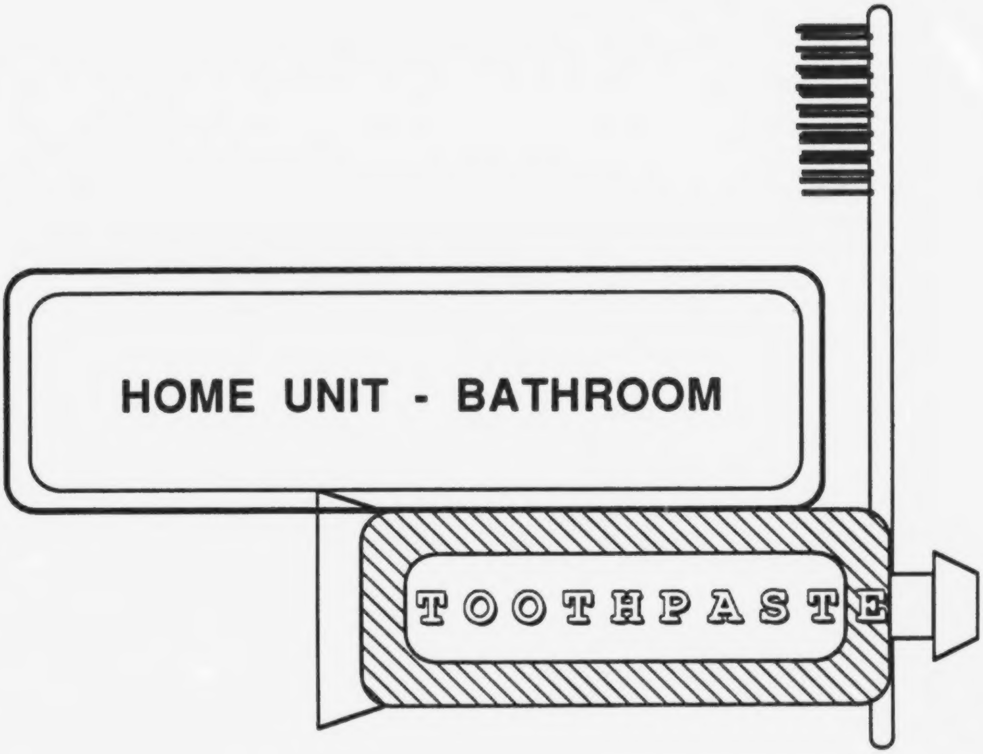
3. Fine Motor

a. Wrap plastic wrap around a paper towel roll to make a beehive.

b. Paint butterfly wings with tempra paint. Attach a styrofoam call to make a butterfly. Add body parts.

c. Wind string around paper oaktag caterpillar to make a cocoon.

HOME UNIT - BATHROOM



HOME UNIT - BATHROOM

	COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
Day 1	To classify pictures according to bathroom	To tell a story using bathroom vocabulary (E)	To identify and discriminate between bathroom noises	To hold soap and washcloth in dominant hand	To use pincer grasp to pick-up fine objects
Day 2	To classify pictures according to bathroom	To label bathroom pictures (R)	To answer 3-5 questions related to a short story	To help move small furniture to make a play bathroom in the doll corner	To use pincer grasp to obtain small objects
Day 3	To match shape outlines to their corresponding pictures	To label bathroom pictures (E)	To match pictures to sentences describing them	To manipulate tools in a tool set	To develop hand-eye coordination
Day 4	To classify furniture according to bathroom vocabulary	To label objects found in a medicine cabinet (R)	To follow 1-3 step directions	To run relay races	To fold oaktag horizontally and vertically
Day 5	To guess and label bathroom vocabulary that's missing	To develop concepts top/bottom (R)	To listen to a short story and sequence events of the story	To build a tower with large blocks	To manipulate curlers, brush and comb

HOME UNIT - BATHROOM

Vocabulary List

Nouns

Sink, towel, rug, mirror, towel rack, sponge, medicine cabinet, washcloth, cotton, drawer, soap, bandaid, closet, shampoo, scissors, toilet, toothbrush, medicine, bathtub, toothpaste, razor, shower, brush/comb, shaving cream, drain, clothes, bathroom, faucet, toilet paper, tissues, shelves, garbage pail

Verbs

flush, get dressed, wash, turn, open/close, on/off, squeeze, shave, brush, fix, comb, hang, wrap around, finish/start, put, have, am/are/is

Prepositions /Cognitive Concepts

Flush, dirty/clean, go to, broken, up/down, colors - red, yellow, blue, green, orange - wet/dry, more

Pronouns

I, me, my, he, she, yours, we, they

Day #1

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To classify pictures according to bathroom vocabulary	To tell a story using bathroom vocabulary	To identify and discriminate between bathroom noises	To hold soap and washcloth in dominant hand	To use pincer grasp to pick-up fine objects

Purpose: Children learn to develop bathroom vocabulary by making up a story about bathroom routines and role playing with dolls.

Activity #1 (Cognitive) - Teacher Preparation

1. magazines
2. scissors
3. picture of a bathroom

Procedure - Show the children the large pictures of the bathroom. Label different vocabulary in the picture. Tell the children, "Now you can find your own bathroom pictures." Give each child a magazine and a pair of scissors. Encourage them to find and cut-out bathroom pictures.

Activity #2 (Language) Teacher Preparation

1. story telling cut-outs

Procedure - Take out the bathroom story telling pictures. Make-up a story using them. Call one of the children to the front of the table. Encourage him/her to tell story using the pictures. Continue until each child has had a turn. (H. 13) (H. 14)

Activity #3 (Auditory) Teacher Preparation

1. pictures of bathroom noises or D.L.M. pictures of familiar sounds
2. casette tape recording of noises correpsonding to the pictures

Procedure - Show the children one picture at a time. Label the picture and listen to the corresponding noise on the tape. After they have listened to each of the noises, put the pictures face down on the table. Tell the children to listen and guess what noise they hear. Find the correct picture. (H.15)

Activity #4 (Gross-Motor) Teacher Preparation

1. doll
2. soap, washcloth
3. baby's bathtub

Procedure - Fill the bathtub with water. Encourage the children to play with the dolls and give them a bath.

Activity #5 (Fine-Motor) Teacher Preparation

1. bathroom objects

Procedure - Show the children the bathroom objects that you have collected and label them. (Cotton, bandaids, tissues, toilet paper, toothbrushes). Encourage them to play with the objects and the dolls.

Day # 2

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To classify pictures according to bathroom	To label bathroom pictures (R)	To answer 3-5 questions related to a short story	To move small furniture to make a play bathroom in the doll corner	T o use pincer grasp to obtain small object

Purpose: Children make expand their usage of bathroom vocabulary in spontaneous speech by making a play bathroom in the doll corner.

Activity #1 (Cognitive) - Teacher Preparation

1. copy bathroom pictures
2. crayons

Procedure - Show the children the bathroom pictures and give each child a copy. Let the children color the pictures and then cut them out. Have the children follow the directions and put the pictures together. (H. 16)

Activity #2 (Language) - Teacher Preparation

1. shoebox for each child
2. oaktag strip containing outlines for each of the bathroom pictures
3. glue

Procedure - Give each child an oaktag sheet with the outlines on top. Hand-out their bathroom pictures colored in the cognitive activity. Let the children glue the pictures on the outlines.

Activity #3 (Auditory) - Teacher Preparation

1. bathroom story that depends on the language and vocabulary that the children have acquired.

Procedure - Make up a story using the pictures. Ask the children three to five questions related to the story. (H.17)

Activity #4 (Gross-Motor) - Teacher Preparation

1. play furniture - bathtub, toilet, sink, garbage pail, towels, soap, tissues

Procedure - Set up a play bathroom in the doll corner using the furniture and objects.

Activity #5 (Fine-Motor) - Teacher Preparation

1. shampoo
2. doll
3. bathtub
4. towels

Procedure - Show the children how to shampoo the doll's hair and dry it with the hair dryer.

Day #3

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To match shape outlines to their corresponding pictures	To label bathroom pictures (E)	To match pictures to sentences describing them	To manipulate tools in a tool set	To develop hand-eye coordination

Purpose: Children begin to make a doll house featuring objects and furniture found their homes.

Activity #1 (Cognitive) - Teacher Preparation

1. bathroom cut-out pictures
2. outline picture

Procedure - Show the children the cut-out pictures and label them. Trace the pictures on oaktag. Give each child a set of pictures and a piece of oaktag. Have the children place the pictures on the correct spot on the oaktag and let them glue the shapes on. (H. 18)

Activity #2 (Language) - Teacher Preparation

1. letter to parents asking for pictures of objects in their bathroom (curtain, door, towel rack, etc.) Send the letter a few days in advance.
2. shoebox bathroom made from yesterday's lesson.

Procedure - Look at the pictures brought in from home. Label them and let the children glue them in their shoeboxes.

Activity #3 (Auditory) - Teacher Preparation

1. bathroom story used in Day #2 auditory activity

Procedure - Give each child one page of the bathroom story. Tell the children, "I am going to fool you. Listen and tell me who has the picture that I am talking about." Cover your mouth and describe one of the pictures. See if the child who has that picture can hold it up. Continue until each child has a turn. (H.17)

Activity #4 (Gross-Motor) - Teacher Preparation

1. play tools

Procedure - Give the children the play tools and let them fix the furniture in the doll corner.

Activity #5 (Fine-Motor) - Teacher Preparation

1. toothbrush
2. small tube of toothpaste
3. bathtub
4. water

Procedure - Show the children how to squeeze the toothpaste on the toothbrush. Let them brush the doll's teeth.

Day #4

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To classify furniture according to bathroom vocabulary	To label objects found in a medicine cabinet (R)	To follow 1-3 step directions	To run relay races	To fold oaktag horizontally and vertically

Purpose: Children learn to identify what is inside the medicine cabinets in their own homes by making one.

Activity #1 (Cognitive) - Teacher Preparation

1. dollhouse
2. dollhouse furniture

Procedure - Show the children the empty dollhouse. Tell them "Let's make a bathroom in this dollhouse. What do we need in the bathroom?" Let the children look in the box and find the furniture that belongs in the bathroom. Make sure the children identify a medicine cabinet as part of the bathroom.

Activity #2 (Language) - Teacher Preparation

1. play medicine cabinet or make one from a box
2. medicine cabinet objects such as: cotton, Q-tips, bandaids, play thermometer

Procedure - Show the children the medicine cabinet and label it. Let the children look at it and open and close the doors. Put all the objects in a bag. Shake the bag and say, "What in here?" Let the children take one object at a time out of the bag and label it. Place it in the medicine cabinet. Continue until everyone has had a turn.

Activity #3 (Auditory) - Teacher Preparation

1. doll corner set up as a bathroom

Procedure - Let the children sit in the doll corner. Tell them, "We are going to play a listening game. Listen for your name and follow the directions." Call one of the children and give them commands to follow such as "Wash the doll's hair. Close the closet door. Put the brush in the drawer."

Activity #4 (Gross-Motor) - Teacher Preparation

1. bathroom dollhouse furniture or objects

Procedure - Take the children outside or to the gym. Put the furniture on the opposite end on the gym. Line the children up. Count 1-2-3 and let the children run and get one of the pieces of furniture:

Activity #5 (Fine-Motor) - Teacher Preparation

1. make a medicine cabinet pattern for each child
2. scissors
3. paste

Procedure - Show the children the patterns for the medicine cabinet. Trace on oaktag, cut and staple pieces together to make it stand-up. Attach the door and make a shelf. After the demo one is made, help each child cut and fold his/her patterns. (H.19)

Day #5

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To guess and label bathroom vocabulary that's missing	To develop concepts top and bottom	To listen to a short story and sequence events of the story	To build a tower with large blocks	To manipulate curlers, brush, and comb

Purpose: The memory game "What's missing?" is used to reinforce bathroom vocabulary and fill the the medicine cabinets made yesterday.

Activity #1 (Cognitive) - Teacher Preparation

1. dollhouse furniture

Procedure - Put 3-5 pieces of dollhouse furniture on the table. Tell one of the children to close his/her eyes. Take one of the furniture pieces away and tell the child to open his/her eyes. Ask him/her to guess "What's missing?' Continue with each child until each one has had a turn.

Activity #2 (Language) - Teacher Preparation

1. shoebox medicine cabinet
2. objects that belong in the medicine cabinet
3. top/bottom sheet

Procedure - Place the medicine cabinet objects on the table. Let each child pick one of the objects and put it in the medicine cabinet. Label the place where each child put the object (top or bottom.) Use the top/bottom sheet to reinforce the lesson. (H. 20)

Activity #3 (Auditory) - Teacher Preparation

1. sequence story pictures

Procedure - Place one of the sequence stories on the table. Tell the story by placing the pictures in the correct order. Tell the children to close their eyes as you mix-up the story. Then tell the children to open their eyes and ask one of them to fix the story and put the pictures in correct order. Use each story in the same manner. (H. 21) (H. 22) (H. 23)

Activity #4 (Gross-Motor) - Teacher Preparation

1. large blocks

Procedure - Give the children the play blocks and encourage them to build a bathroom.

Activity #5 (Fine-Motor) - Teacher Preparation

1. curlers
2. brush
3. comb
4. dolls

Procedure - Give the children the brushes, combs, curlers and dolls. Encourage them to fix the doll's hair.

Extra Activities for the Bathroom Unit

I. Cognitive

1. Provide children with color ditto of bathroom furniture. Have the children color each object by following your directions. For those children who sight read colors, have them read the colors. (H. 24)

2. Cut-up same/different bathroom pictures. Present 3 pictures at-a-time to the children. Have them find the one that is different. (H. 25)

II. Language

1. Select bingo boards based on child's knowledge of bathroom vocabulary. Cut-up the pictures and place in a bag. Take turns pulling the cards out of the bag and matching them to the bingo boards. (H. 26)

2. Show the children the empty house ditto and the house with furniture in the four rooms. Make one copy of both for each child and have the children paste the pictures of furniture in each of the rooms on the empty sheet. (H. 27)

HOME UNIT - BEDROOM

HOME UNIT - BEDROOM

	COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
Day 1	To classify pictures that belong in the bedroom	To identify bedroom vocabulary (E) & (R)	To discriminate between environmental sounds	To stretch and bend leg muscles	To turn pages of a book
Day 2	To identify the primary colors	To label bedroom vocabulary [R]	To answer 3-5 questions related to a short story	To bend and carry large dolls	To button and unbutton large buttons
Day 3	To match pictures that are the same	To label bedroom vocabulary [E]	To follow directions 1-3 steps	To push and pull a play vacuum	To snap and button
Day 4	To classify furniture according to the bedroom vocabulary	To develop concepts top/ bottom	To follow 1-3 step directions	To stuff a large pillowcase	To paint and imitate letters
Day 5	To classify bedroom furniture	To label bedroom objects [E]	To listen for fast and slow music	To hang clothes on a rack	To cut out a picture

HOME UNIT - BEDROOM

Vocabulary List

Nouns

Bed, mattress, pillow, sheets, pajamas, dresser, drawers, dolls, rug, closet, hangers, toys, toy chest, clothes, bedroom vacuum, light, shelves, clock alarm, good night, good morning, curtain, pictures, TV

Verbs

Go to, sleep, wake up, dress, wear, take off, put on, read, clean, hang up, stuff, cover

Prepositions/Cognitive Concepts

Morning/might, afternoon, before/after, on/off, in/out, empty, top/bottom, middle

Pronouns

I, me, my, he, she, yours, we, they

DAY #1

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To classify pictures that belong in the bedroom	To identify bedroom vocabulary (E) & (R)	To discriminate between environmental sounds	To stretch and bend leg muscles	To turn pages of a book

Purpose: Children develop bedroom vocabulary by sharing information about what each of them has in his/her bedroom using magazines and pictures from home.

Activity #1 (Cognitive) - Teacher Preparation

1. magazine
2. scissors

Procedure - Tell the children that we need pictures of things that are in their bedrooms. Have pictures of a bed, dresser, light, closet, chair, etc. cut out to use as examples. Give each child a magazine and encourage all the children to cut out or rip out bedroom pictures from the magazine. Label the pictures.

Activity #2 (Language) - Teacher Preparation

1. note sent home asking parents for pictures of things that the children have in their bedrooms

Procedure - Collect all of the children's pictures and mix them up. Pick one of the pictures and ask these questions "Whose picture (bedroom) is this? What's in your bedroom?" Continue until each child has had a chance to share what's in his/her bedroom.

Activity #3 (Auditory) - Teacher Preparation

1. bedroom noise-makers -- alarm clock, vacuum, radio, door closing, yawning
2. pictures of the above or of the noisemakers in activity exercise

Procedure - Show the children one noise maker at a time. Let them touch it and turn it on. Show the next bedroom noise maker. Continue until the children have listened to all of them. Tell the children to cover their eyes while you turn on one of the noise makers. Let them guess which object is making the noise. Use the pictures if they need a clue. (H. 28)

Activity #4 (Gross-Motor) - Teacher Preparation

1. play dresser
2. dress-up clothes
3. doll clothes

Procedure - Show the children the play dresser and let them put the dress-up and doll clothes in the dresser drawers.

Activity #5 (Fine-Motor) - Teacher Preparation

1. bedroom stories and books

Procedure - Give the children books to look at during a quiet time.

DAY #2

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To identify the primary colors	To label bedroom vocabulary [R]	To answer 3-5 questions related to a short story	To bend and carry large dolls	To button and unbutton large buttons

Purpose: Bedroom vocabulary is reinforced for the children by make paper dollhouse furniture and reading a story about the bedroom.

Activity #1 (Cognitive) - Teacher Preparation

1. crayons
2. pictures of beroom furniture

Procedure - Give the children copies of the bedroom furniture. Let them ask for the crayons they want and color the furniture. After the children are finished, cut the pictures out and clip together to use in the language lesson. (H.29)

Activity #2 (Language) - Teacher Preparation

1. colored bedroom pictures used in cognitive lesson
2. oaktag or stiff paper (heavy)
3. scissors
4. tape

Procedure - Label the bedroom furniture the children have colored. Give each child heavy paper or oaktag. Let them glue the labeled pictures onto the paper. When the pictures are dry, cut the pieces out to use in Day #3's lesson. (H. 29)

Activity #3 (Auditory) - Teacher Preparation

1. bedroom/bedtime-routine story

Procedure - Tell the children that today we are going to read a bedtime story. Seat the children around you placing the hearing-impaired child in front of you. Read the story and ask questions about it. Examples: "Where does the boy sleep? What's in his bedroom? Where does he put his clothes? When do you go to sleep? What is mommy doing?" (H.30)

Activity #4 (Gross-Motor) - Teacher Preparation

1. doll crib
2. dolls
3. blankets
4. pillows

Procedure - Let the children put the dolls to sleep in the crib on their pillows and cover them with blankets.

Activity #5 (Fine-Motor) - Teacher Preparation

1. dolls
2. doll clothing

Procedure - Give the clothing and dolls to the children. Encourage them to dress and undress the dolls.

DAY #3

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To match pictures that are the same	To label bedroom vocabulary [E]	To follow directions 1-3 steps	To push and pull a play vacuum	To snap and button

Purpose: Bedroom vocabulary is used expressively while playing with and finishing their dollhouse furniture.

Activity #1 (Cognitive) - Teacher Preparation

1. concentration card pictures cut into cards

Procedure - Show the children the pictures of the bedroom vocabulary and label them. Spread the pictures face-down in rows on the table. Tell the children that they are going to play a game. Pick a child and let him/her turn over 2 cards. If they are the same, pick them up and take them off the table. If they are different, put the cards back. (H.31)

Activity #2 (Language) - Teacher Preparation

1. oaktag furniture made in Day 1's lessons
2. tape

Procedure - Take out the oaktag furniture. Have the children tell you the names of each object. Encourage them to watch you fold the furniture and tape it. Continue until all the pieces are made.

Activity #3 (Auditory) - Teacher Preparation

1. direction pictures with the figures cut out ahead of time

Procedure - Tell the children to listen and spread out all the pictures on the table while identifying them. Cover your mouth and give different commands, "Put the boy on the bed. Put the jacket in the closet." Pick one child to move each picture and follow each command. (H. 32)

Activity #4 (Gross-Motor) - Teacher Preparation

1. play vacuum

Procedure - Show the children the play vacuum and encourage them to clean up the room.

Activity #5 (Fine-Motor) - Teacher Preparation

1. doll clothing with snaps and buttons
2. dolls

Procedure - Encourage the children to snap and button the doll clothes.

DAY #4

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To classify furniture according to bedroom vocabulary	To develop concepts top/ bottom	To follow 1-3 step directions	To stuff a large pillowcase	To paint and imitate letters

Purpose: Children use their vocabulary while making a bedroom in the doll corner and role-playing a bedtime routine.

Activity #1 (Cognitive) - Teacher Preparation

1. play crib or bed, blankets, pillow, toy chest
2. dresser, mirror
3. clothes, closet
8. Toy chest

Procedure - Tell the children that they are going to make a play bedroom by setting up the play furniture in a corner.

Activity #2 (Language) - Teacher Preparation

1. shelves or bookcase used to store toys
2. toys (removed from shelves)

Procedure - Tell the children that we are going to put the toys away. Encourage them to put the toys on the top on the top or bottom of the shelves. Comment as they are putting the toys away (i.e. Susan is putting the ball on top.)

Activity #3 (Auditory) - Teacher Preparation

1. doll corner objects

Procedure - Line the children up near the doll corner and tell them to listen for their name. Call someone's name. Cover your mouth and give them a direction to follow (i.e. Brush your teeth. Put the doll in the bed.)

Activity #4 (Gross-Motor) - Teacher Preparation

1. stuffing
2. old pillowcase
3. old pillow

Procedure - Show the children the old pillow and tell them that they are going to make a pillow. Label the stuffing and let the children pull some out of the bag and put it in the pillowcase. Place the pillow on the doll's bed.

Activity #5 (Fine-Motor) - Teacher Preparation

1. old sheet
2. paintbrushes
3. paint

Procedure - Spread the old sheet on the floor. Tell the children that we are going to make a blanket. Give them paintbrushes and paint. Encourage them to paint the sheet. Hang it up to dry.

DAY #5

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To classify bedroom funiture	To label bedroom objects [E]	To listen for fast and slow music	To hang clothes on a rack	To cut out a picture

Purpose: Bedroom vocabulary is reveiwed on the final day by playing various games with the dollhouse furniture.

Activity #1 (Cognitive) - Teacher Preparation

1. dollhouse
2. dollhouse furniture

Procedure - Put the box of dollhouse furniture on the floor. Tell the children to take out only the bedroom furniture and put it in the dollhouse.

Activity #2 (Language) - Teacher Preparation

1. dollhouse furniture

Procedure - Put three to five pieces of dollhouse furniture or objects on the table. Label the pieces and tell the children to close their eyes. Take one of the pieces of furniture away and tell the children to open their eyes. Have them guess what is missing. Add more objects if the children are finding five objects too easy to remember.

Activity #3 (Auditory) - Teacher Preparation

1. record player
2. records

Procedure - Put a slow record on the record player and dance slowly to the music. Change the record to one with a fast beat. Move quickly to the music.

Activity #4 (Gross-Motor) - Teacher Preparation

1. small closet
2. hangers
3. play or doll clothes

Procedure - Bring out the doll and play clothers. Have the children hang up the clothes in the closet.

Activity #5 (Fine-Motor) - Teacher Preparation

1. magazines
2. scissors
3. construction paper
4. glue

Procedure - Tell the children that they are going to make pictures to hang in the bedroom. Give each child a magazine and a pair of scissors. Ask them to cut a picture they like out of the magazine and glue it on the paper. Hang them up in the doll corner bedroom.

Extra Activities for Bedroom Section

1. Cognitive

a. Provide color sheet of bedroom furniture. Give the children directions to color each picture. For those children who sight read colors, let them color by themselves. (H.33)

b. Show the children same/different pictures of bedroom furniture. Pick which picture is different and which one is the same. (H. 34)

2. Language

a. During fine-motor activities, cut wall paper and make curtains for the bedroom dollhouse. Decorate the dollhouse.

b. Using a child's sewing machine, have the children make curtains and rugs for the doll corner.

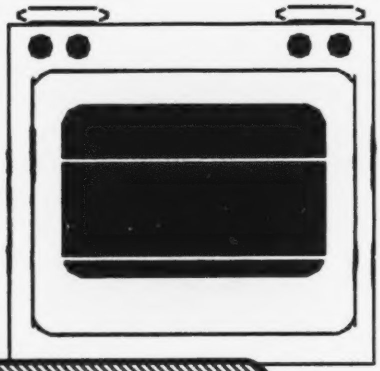
c. While the children are putting things away in the "play bedroom," review relationships; top/bottom - in/out - over/under - next to.

3. Fine Motor

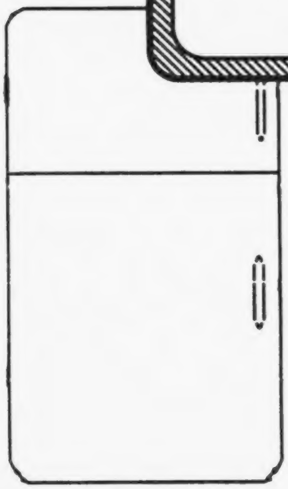
a. Cut-up wallpaper samples to make strips for the dollhouse bedroom.

b. Paint the curtains made during language lessons.

c. Make dolls and cars out of blocks and body parts. Cut the styrofoam using play saws.



HOME UNIT - KITCHEN



HOME UNIT - KITCHEN

	COGNITIVE	LANGUAGE E-Expressive R-Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
Day 1	To classify pictures according to the kitchen	To label kitchen vocabulary (R)	To alert to environmental noises	To pour from a pitcher	To cut bananas into slices
Day 2	To name the primary colors	To label the kitchen vocabulary (R)	To alert to environmental noises	To play hide 'n seek	To spread food with a table knife
Day 3	To match two pictures that belong together	To label kitchen vocabulary (E)	To alert to environmental sounds	To play wash the dishes	To mix and pour with a spoon
Day 4	To match shapes to picture outlines	To label kitchen vocabulary (E)	To alert to environmental sounds	To dry the dishes	To open small milks and to pour
Day 5	To sort and match kitchen utensils	To develop receptive language for common freezer/refrigerator food voacbulary	To alert to environmental sounds	To open large closet doors	To feed oneself with a spoon

HOME UNIT - KITCHEN

Vocabulary List

Nouns

Dishwasher, utensils (forks, knives, spoons), toaster, refrigerator, blender, mixer, oven, stove, microwave, popcorn machine, bowl, cup/plates, pots/pans, breakfast, lunch, dinner, freezer, shelves, dishes, cabinet/closets, drawers. sink, faucet, jelly, milkshake, banana, ice cream, soup, butter, salt, can opener, tablecloth, table/chairs, placemats

Verbs

Wash, dry, toast, push, pop up, spread, look, find, mix (stir), cut, pour, bake, put away, sit down, eat, make

Prepositions/Cognitive Concepts

Clean/dry, on/off, in/out, loud/quiet, morning/night time, day/night, top/bottom, food

Pronouns

I, me, my, he, she, yours, we, they

DAY #1

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To classify pictures according to the kitchen	To label kitchen vocabulary (R)	To alert to environmental noises	To pour from a pitcher	To cut bananas into slices

Purpose: Children are introduced to kitchen vocabulary through magazine pictures and playing with a blender.

Activity #1 (Cognitive) - Teacher Preparation

1. magazine
2. scissors
3. pre-cut kitchen pictures

Procedure - Show the children the pre-cut kitchen pictures and label them. Ask the children "What do you have in your kitchen?" Give them each a magazine and see if they can find kitchen pictures. Help the children cut outr the kitchen pictures.

Activity #2 (Language) - Teacher Preparation

1. shoebox/donut boxes
2. glue
3. pictures cut-out in the cognitive activity

Procedure - Spread the kitchen pictures out on the table. Label the pictures and give each child his/her shoebox or a donut box house. Name one of the pictures on the table and tell the children to take that picture and glue it on their boxes. Continue with the other pictures.

Activity #3 (Auditory) - Teacher Preparation

1. kitchen blender
2. milk

Procedure - Show the children the blender. Pour the milk into it and let the children push the buttons on and off.

Activity #4 (Gross-Motor) - Teacher Preparation

1. bananas
2. blender
3. milk
4. plastic knife

Procedure - Tell the children that they are going to make banana milkshakes. Read the mixer story. Let the children pour the milk into the blender. (H. 35)

Activity #5 (Fine-Motor) - Teacher Preparation

1. bananas
2. plastic knife

Procedure - Help the children peel the bananas and cut then into slices. Put the bananas into the blender to make milkshakes.

DAY #2

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To name the primary colors	To label the kitchen vocabulary (R)	To alert to environmental noises	To play hide 'n seek	To spread food with a table knife

Purpose: Kitchen vocabulary is expanded by making dollhouse furniture and by using a toaster to make snack.

Activity #1 (Cognitive) - Teacher Preparation

1. kitchen pictures, one set for each child.
2. crayons
3. heavy cardboard or oaktag

Procedure - Show the children the pictures and label them. Give each child a set of these pictures and land tell the children to color them. Glue the pictures onto the heavy cardboard or oaktag and let them dry. (H. 36)

Activity #2 (Language) - Teacher Preparation

1. colored pictures from cognitive activity
2. scissors
3. tape/glue

Procedure - Take the children one-at-a-time to a quiet corner of the room. Spread the pictures that the child colored in the cognitive activity out on the table. Tell him/her to hand you the picture that you say. Together, cut out that pictures and fold it to make that piece of kitchen furniture.

Activity #3 (Auditory) - Teacher Preparation

1. toaster
2. bread

Procedure - Put the bread in the toaster and push the buttons down. Tell the children to listen for the bread to pop up. Read the toaster story while they are waiting. (H.37)

Activity #4 (Gross-Motor) - Teacher Preparation

1. play refrigerator
2. bread
3. plastic jars of jelly and peanut butter

Procedure - Have the children hide their eyes. Hide the bread and jelly in the classroom and have them find the jars and bread.

Activity #5 (Fine-Motor) - Teacher Preparation

1. bread
2. jelly
3. plastic knife

Procedure - When the toast pops up from the toaster, have the children spread the jelly on top.

DAY #3

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To match two pictures that belong together	To label kitchen vocabulary (E)	To alert to environmental sounds	To play wash the dishes	To mix and pour with a spoon

Purpose: The children use their kitchen vocabulary while making cupcakes with a mixer and playing a matching game.

Activity #1 (Cognitive) - Teacher Preparation

1. copy association picture cards or use DLM or other commercially made association cards
2. cut up the pictures into cards

Procedure - Tell the children that they are going to make matching puzzles. Put one of the pictures on the table face up. Keep the other pictures in a paper bag. Shake the bag and let one of the children pick a picture. Ask "Does it belong with the __________?" Let each child pick a picture until you find a matching one. Continue until all of the cards have been correctly matched. (H. 38)

Activity #2 (Language) - Teacher Preparation

1. see activity #2 Day #2

Procedure - Continue making paper dollhouse furniture.

Activity #3 (Auditory) - Teacher Preparation

1. mixer, bowl, cake mix, spoon, eggs, water
2. mixer story

Procedure - Read the "Mixer Story" with the children. Pour the cake mix and the water into the bowl. (Add oil if needed) Crack the eggs into the bowl. Tell te children to cover their eyes and listen for the mixer. When they hear it they can put their hands down. (H. 39)

Activity #4 (Gross-Motor) - Teacher Preparation

1. dishpan or basin
2. dish soap
3. sponges
4. towels
5. dish drain

Procedure - Fill the dishpan with water and soap. Let the children take turns washing the dishes used in the auditory acttivity.

Activity #5 (Fine-Motor) - Teacher Preparation

1. spoon
2. cake batter
3. cupcake pan

Procedure - Encourage the children to spoon the cake mix batter into the cupcake pan.

DAY #4

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To match shapes to picture outlines	To label kitchen vocabulary (E)	To alert to environmental sounds	To dry the dishes	To open small milks and to pour

Purpose: Children expereince the use of the spontaeneous use of the vocabulary while setting up a play kitchen and making popcorn for snacks.

Activity #1 (Cognitive) - Teacher Preparation

1. copy matching pictures and outlines
2. cut out placemat pictures
3. glue

Procedure - Give each child the outline picture sheet. Tell them that they are going to make a placemat. Let the children glue the placemat pictures on the correct outline. Hang them up to dry and mount on heavy cardboard. If clear contact is available, cover for use as placemats during snack. (H.40)

Activity #2 (Language) - Teacher Preparation

1. table and chairs
2. kitchen set
3. play dishes, utensils
4. tablecloth, napkins

Procedure - Ask the children, "What do you have in your kitchen?" Show them the kitchen set and dishes. Label and let them set up the kitchen in the doll corner.

Activity #3 (Auditory) - Teacher Preparation

1. popcorn machine
2. popcorn
3. popcorn story
4. bowl

Procedure - Tell the popcorn story to the children. Have them cover their eyes as you put the popcorn machine on. Tell them to open their eyes when the machine stops popping. (H.41)

Activity #4 (Gross-Motor) - Teacher Preparation

1. towel
2. dishes

Procedure - Wash the dishes after eating the popcorn from activity #3. Let the children dry them.

Activity #5 (Fine-Motor) - Teacher Preparation

1. snack drinks
2. paper cups

Procedure - Encourage the children to pour their snack drinks into paper cups.

DAY #5

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To sort and match kitchen utensils	To develop receptive language for freezer/ refrigerator food vocabulary	To alert to environmental sounds	To open large closet doors	To feed oneself with a spoon

Purpose: Kitchen vocabulary is reviewed while using a can opener and in making a snack and playing a matching game with utensils and food.

Activity #1 (Cognitive) - Teacher Preparation

1. kitchen utensils
2. boxes

Procedure - Show the children the large box of utensils and the smaller boxes on the floor. Close your eyes and pull one of the utensils out of the box. Label it and draw a picture of that utensils on one of the small boxes. Put the utensil inside that box. Continue until each of the utensils have been sorted into correct boxes.

Activity #2 (Language) - Teacher Preparation

1. empty boxes of food
2. play food
3. play refrigerator

Procedure - Show the children the empty boxes and the play food. Sort the food into those that go in the refrigerator and those that go in the freezer. Label the foods as you put them in the correct place

Activity #3 (Auditory) - Teacher Preparation

1. can opener
2. soup

Procedure - Show the children the can opener. Tell them to listen as you open the cans of soup.

Activity #4 (Gross-Motor) - Teacher Preparation

1. bowls, spoons, pots, pans
2. kitchen set

Procedure - Let the children put the pots, pans, dishes and utensils away in the kitchen set closets.

Activity #5 (Fine-Motor) - Teacher Preparation

1. soup
2. spoons
3. plastic bowls

Procedure - Give each child some soup in a plastic bowl. Let them eat the soup with a spoon.

Extra Activities for Kitchen Section

1. Cognitive

a. Using drawers and box of kitchen utensils, tell the children to put 1, 2, 3, 4 or 5 utensils away in the drawer.

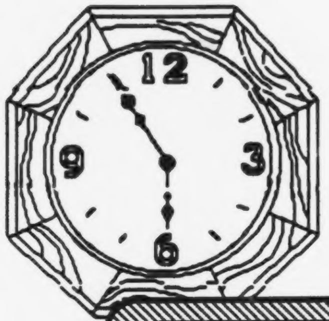
b. Take all of the furniture out of the dollhouse. Mix up the pieces and sort according to the different rooms; bathroom / bedroom / living room / kitchen.

2. Language

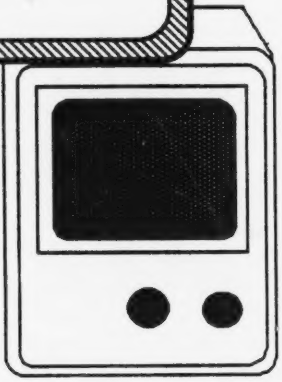
a. Cut out pictures of kitchen furniture and attach a large paper clip to each one. Using a pre-made magnet fishing pole, pick up the pictures and label them.

3. Fine Motor

a. Following the diagram, attach the 4 donut box rooms together to make a house. Add construction paper roof. (H. 42) (H. 43)



HOME UNIT - LIVING ROOM



HOME UNIT - LIVING ROOM

	COGNITIVE	LANGUAGE E-Expressive R-Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
Day 1	To classify pictures in the living room	To label living room vocabulary (R)	To discriminate between living room vocabulary	To clean the living room furniture	To cut on a line
Day 2	To classify pictures in the living room	To label living room vocabulary (R)	To answer 3-5 questions related to a story	To push and pull large toys	To graps small objects and put them in pegboard holes
Day 3	To classify furniture in the living room	To develop the concept behind	To follow 1-3 step directions	To make a couch out of soft bolsters	To paint lines, dots and circles
Day 4	To classify furniture according to the living room	To follow directions to make a TV	To follow 1-3 step directions	To imitate gross-motor activies	To draw recognizeable pictures
Day 5	To label living room objects (E)	To develop the concepts, top and bottom	To alert to music-on and off	To exercise large and small muscles	To cut within a border

HOME UNIT - LIVING ROOM

Vocabulary List

Nouns

Television, table, rug, curtains, shades, blinds, sofa/couch, pictures clock, ink, stereo, records, head phones, chair, shelves (wall unit), walls. door, window, rocking chair, light/lamp, cartoon, movie, books, magazine, desk, telephone, flowers, stamps

Verbs

Watch, read, look, sit down, play, listen, dance, spill, eat, clean up, rock, wrap, glue, stamp

Prepositions/Cognitive Concepts

Behind, funny/sad, top/bottom, in/out, over/under, up/down

Pronouns

I, me, my, yours, ours, they, he, she

DAY # 1

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To classify pictures in the living room	To label living room vocabulary (R)	To discriminate between living room vocabulary	To clean the living room furniture	To cut on a line

Purpose: Children begin to learn the names of living room furniture by cutting out pictures and using play objects.

Activity #1 (Cognitive) - Teacher Preparation

1. magazines
2. scissors

Procedure - Show the children a picture of a living room. Label it and the objects in it. Ask the children, "Can you find pictures of things in your living room?" Cut them out. Hep them look for pictures in the magazines provided.

Activity #2 (Language) - Teacher Preparation

1. shoeboxes or Dunkin' Donut munchkin boxes
2. living room pictures
3. glue

Procedure - Give each child a box and tell them that "We are going to make a dollhouse." Put the magazine pictures, cut out in the cognitive activity, on the table. Label each of the pictures. Ask the children, "What pictures do you want in your living room?" Let them glue the pictures in their boxes.

Activity #3 (Auditory) - Teacher Preparation

1. environmental sound pictures
2. noise objects - television, clock, radio, telephone

Procedure - Take the noisemakers out of the bag one-at-at-time. Turn them on and listen to the sounds they make. Continue until you have listened to each of the noisemakers. Put the corresponding pictures out on the table. Tell one child to close his/her eyes and turn on one of the noisemaker objects. Tell the child to point to the picture of the object that made the sound. (H. 44)

Activity #4 (Gross-Motor) - Teacher Preparation

1. table and chairs
2. play couch
3. dust cloths

Procedure - Tell the children that the living room furniture is dirty. Give them dustcloths and tell them to clean the furniture.

Activity #5 (Fine-Motor) - Teacher Preparation

1. pre-cut felt strips
2. clean coffee cans
3. glue
4. felt shapes

Procedure - Show the children a finished and decorated coffee can. Explain that flowers can be put in the can and it can be used in their living room. Ask, "Who wants to make a coffee can?" Give each child a can and let them pick what color felt they want.
Mark each piece of felt with a solid line. Let each child cut the felt with scissors trying to stay on the lines. Help the children glue the felt around their coffee cans. Let them glue whatever shapes they want on the felt. (H. 45)

DAY #2

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To classify pictures in the living room	To label living room vocabulary (R),	To answer 3-5 questions related to a story	To push and pull large toys	To graps small objects and put them in pegboard holes

Purpose: The names of living room furniture are reinforced by making dollhouse furniture to add to the children's cardboard box dollhouses.

Activity #1 (Cognitive) - Teacher Preparation

1. furniture pictures - a copy for each child.
2. crayons

Procedure - Show the children the living room pictures and label them. Let them color the pictures. Cut them-out after the children are finished. (H.46)

Activity #2 (Language) - Teacher Preparation

1. oaktag or heavy cardboard
2. furniture pictures from the previous lesson.

Procedure - Spread the furniture pictures on the table. See if the children can find the pictures you name. Let the children glue their pictures on oaktag or heavy paper. Cut the furniture out when the glue dries.

Activity #3 (Auditory) - Teacher Preparation

1. Living room story

Procedure - Gather the children around you and tell them that they are going to listen to a story. Read the living room story and afterwards, ask the following questions. "Where is the television? What is the boy doing? What happened in the living room? Or you can make up three to five questions depending upon the vocabulary of the children. (H.47)

Activity #4 (Gross-Motor) - Teacher Preparation

1. play vacuum cleaner

Procedure - Give the children the play vacuum and let them clean the floor and rugs in the classroom.

Activity #5 (Fine-Motor) - Teacher Preparation

1. decorated coffee cans from Day #1 Fine-Motor activity
2. play plastic or silk flowers
3. sponges which are pre-cut and have holes in them for the flowers

Procedure - Tell the children that they are going to make a pretty vase of flowers to put in their living room at home. Give each child his/his decorated coffee can and some flowers. Let them put the flowers in the can and put the vase in different parts of the room.

DAY #3

COGNITIVE	LANGUAGE E - Expressive R - Receptive	AUDITORY	GROSS-MOTOR	FINE-MOTOR
To classify furniture in the living room	To develop the concept behind	To follow 1-3 step directions	To make a couch out of soft bolsters	To paint lines, dots and circles

Purpose: Children are given an opportunity to use the living room vocabulary while making play couches and fireplaces for a living room in their dollhouses.

Activity #1 (Cognitive) - Teacher Preparation

1. dollhouse
2. dollhouse furniture

Procedure - Show the children the dollhouse with the bathroom and the bedroom finished. Tell them, "Now we need a living room." Ask them "What goes in the living room?" Let the children go through the furniture box and put the furniture that belongs in the living room in the dollhouse.

Activity #2 (Language) - Teacher Preparation

1. a small paper book (or some other object) to hide

Procedure - Gather the children around you, placing the hearing-impaired children in front of you. Tell them that your are going to tell them a story about a lost book or some other small object. Hide the object in different places close by in the room and ask the children to find it, taking turns one by one.

Activity #3 (Auditory) - Teacher Preparation

1. dollhouse
2. dollhouse furniture
3. small moveable dollhouse people

Procedure - Tell the children that they are going to play a game. Give each child a small plastic follhouse person. Tell them to listen and put the person in the dollhouse and follow your directions. Give each child a one-to-three step direction depending on his or her auditory skills. (i.e. Put daddy in the bed and put the light on the table.) Continue until each child has had a turn.

Activity #4 (Gross-Motor) - Teacher Preparation

1. play mats
2. play bolsters

Procedure - Show the children the play bolsters and mats. Let them build different things with the bolster. Show them how to make tables, chairs and a couch.

Activity #5 (Fine-Motor) - Teacher Preparation

1. directions on how to make a fireplace/chimney
2. large cardboard box
3. paint/paintbrush

Procedure - Cut up the fireplace directions. Show the pictures to the children and explain how to make the chimney. Give each child a paintbrush and some paint in a cup. Let them paint the cardboard box set-up on the floor following the directions. (H. 48)

DAY #4

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To classify furniture according to the living room	To follow directions to make a TV	To follow 1-3 step directions	To imitate gross-motor activies	To draw recognizeable pictures

Purpose: Children experience the use of vocabulary while setting up a living room in their classroom using play furniture. They make a TV set that they can use to develop language by creating their own stories.

Activity #1 (Cognitive) - Teacher Preparation

1. table and chairs
2. play bolsters
3. rocking chair
4. light

Procedure - Show the children the different furniture and things you have collected for the living room. Label each object/furniture for the children. Ask them if they have a table etc. in their living room. Let each child move one object into the doll corner to make a play living room.

Activity #2 (Language) - Teacher Preparation

1. scissors
2. cardboard box
3. pre-drawn story on a large sheet of paper
4. two paper towels rolls
5. tape

Procedure - Tell the children that they are going to make something for their play living room. Put the box on the the table and ask, "What are we going to make?" Let the children guess. Cut up the directions page and show them each of the four steps. Following the directions, cut the square from the front of the box. Attach the paper towel rolls and the story inside the box. Tell the children the story from the beginning to the end. (H.49)

Activity #3 (Auditory) - Teacher Preparation

1. TV and story made in the language activity

Procedure - Call the children one-at-a-time to the TV. As you tell the story, let the children turn the rollers to each picture that you are describing.

Activity #4 (Gross-Motor) - Teacher Preparation

None

Procedure - Let the children role play activities/jobs their parents do in the living room such as cleaning the table, vacuuming the floor.

Activity #5 (Fine-Motor) - Teacher Preparation

1. crayons
2. pre-cut sheets of paper to fit on the play TV rollers

Procedure - Tell the children that they can make a story to go in the play TV or they can color ones that have been already drawn.

DAY #5

COGNITIVE	LANGUAGE E - Expressive R - Receptive	A UDITORY	GROSS-MOTOR	FINE-MOTOR
To label living room objects (E)	To develop the concepts, top and bottom	To alert to music-on and off	To exercise large and small muscles	To cut within a border

Purpose: The children end the week by reveiwing vocabulary while decorating their living rooms in the doll corner and learning new location concepts.

Activity #1 (Cognitive) - Teacher Preparation

1. dollhouse furniture

Procedure - Put three to eight pieces of the living room dollhouse furniture on the table and lable them. Tell the children that they are going to play a guessing game. Tell them to close their eyes and take one of the furniture pieces away. Have the children open their eyes and tell you which one is missing. Try taking two or three pieces of furniture away if this is too easy.

Activity #2 (Language) - Teacher Preparation

1. flowers
2. books
3. toys

Procedure - Put the flowers, books and toys in a large box. Tell the children that we are going to put everything away on the shelves in the doll corner. Show the children the top shelves and the bottom shelves. Ask them where they want to put the ojects in the box.

Activity #3 (Auditory) - Teacher Preparation

1. record player
2. records
3. small ball

Procedure - Have the children sit on the living room on the floor. Tell them to listen and when they hear the music, pass the ball around. When the music stops, stop passing the ball. Put records on the record player and encourage the children to pass the ball following the fast and slow beats of the music.

Activity #4 (Gross-Motor) - Teacher Preparation

1. small scatter rugs
2. books

Procedure - Tell the children that they are going to have a race. Line them up in two teams. Place a book on a rug. Have the children pull the rugs across the floor to the other side and run back to their seats.

Activity #5 (Fine-Motor) - Teacher Preparation

1. construction paper cut into 6-inch wide strips
2. mark a solid line down the middle of each strip
3. scissors

Procedure - Give each child a strip of paper and a scissor. Tell them to cut on the line. Use the strips as picture frames.

Extra Activities for the Living Room Section

1. **Cognitive**

   a. Using ditto of a couch, place a number from 1-5 on each child's ditto. Pre-cut people and have the children put the corresposnding number of people on each couch. (H.50)

   b. Have the children match vocabulary words with corresponding pictures (sight vocabulary). (H. 51)

2. **Language**

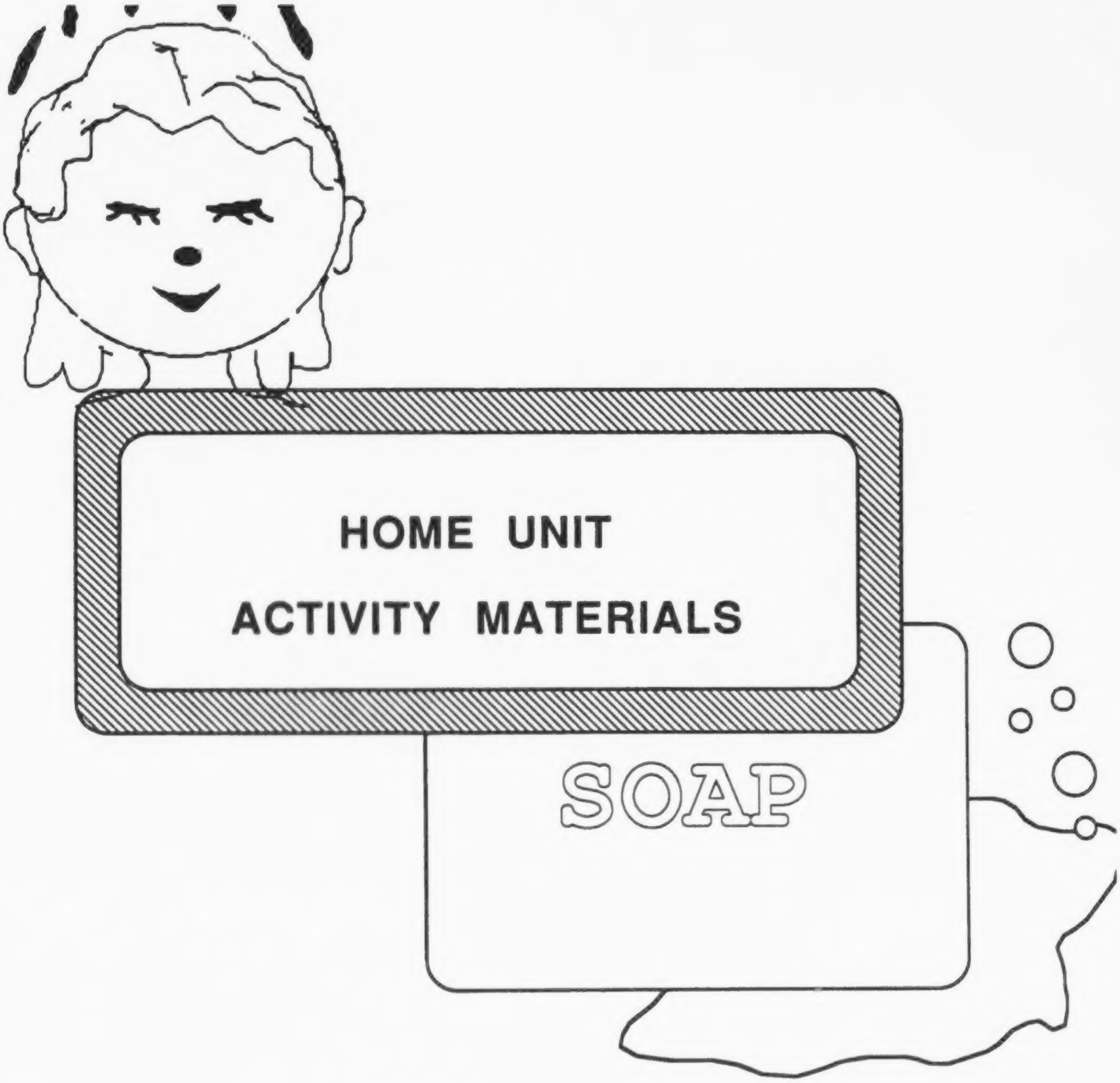
   a. Present the children with same/different pictures. Have them find the ones that are different. (H.52)

   b. While putting objects/furniture away in the doll corner, reinforce concepts - over/under, in/out, up/down, around/behind, top/bottom.

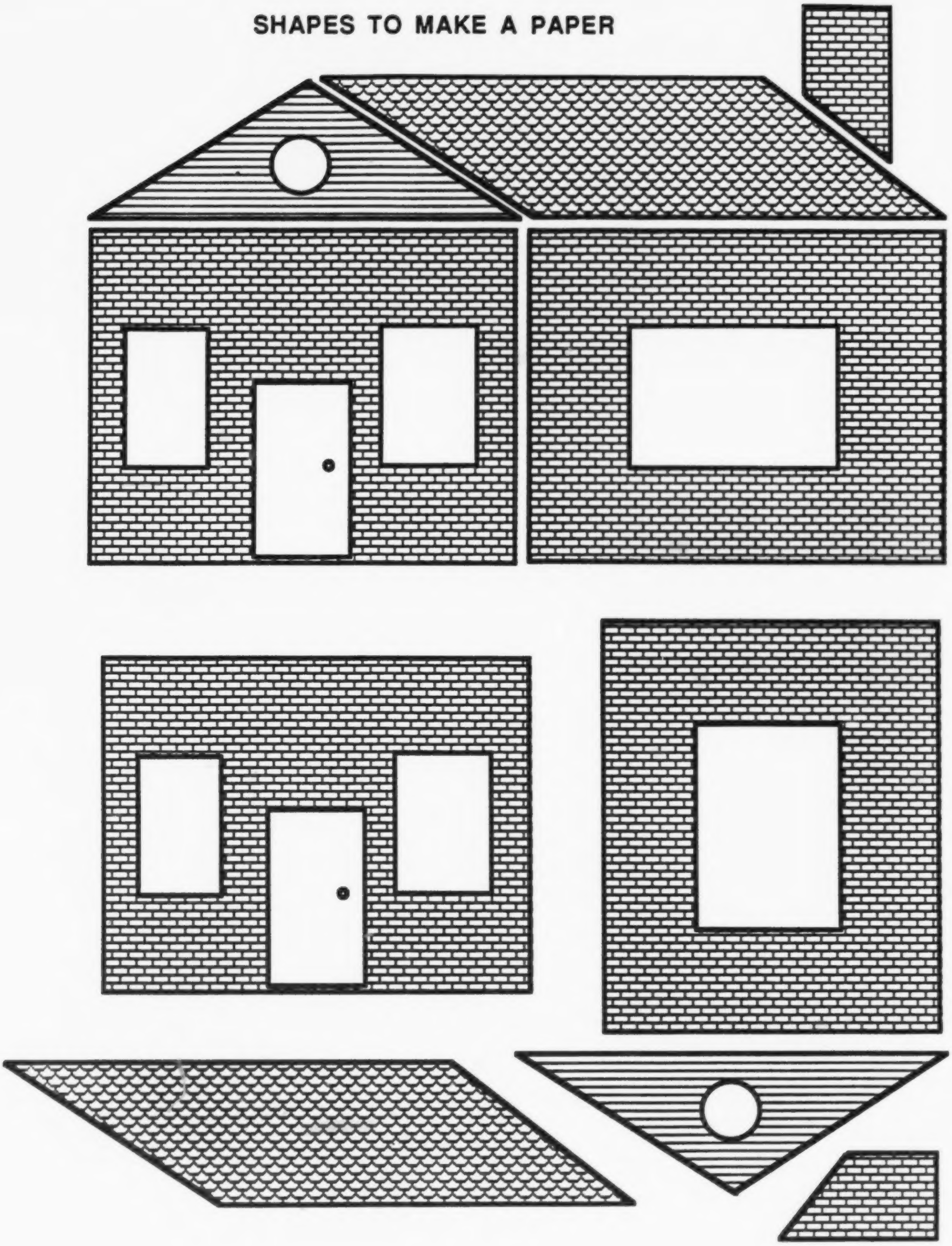
3. **Fine Motor**

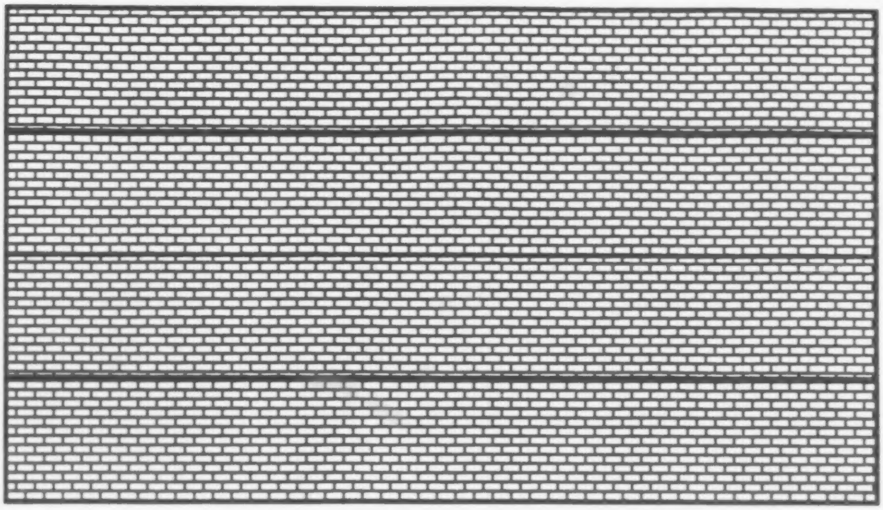
   a. Using a large chalkboard, place living room furniture on the right and people of the left. (see diagram) Draw lines with chalk from the people to the furniture. (H.53)

HOME UNIT
ACTIVITY MATERIALS



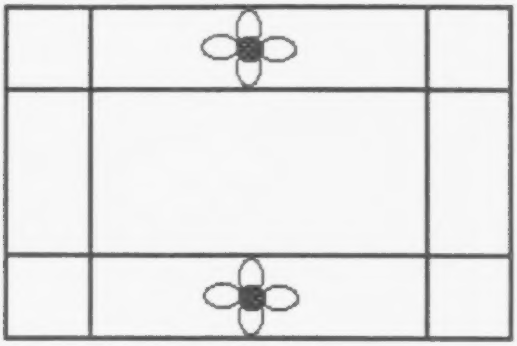
SHAPES TO MAKE A PAPER



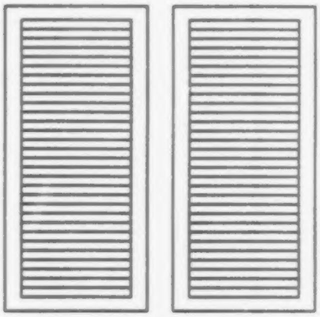


CUT OUT AND FOLD
ON SOLID LINES.
ATTACH WITH TAPE.

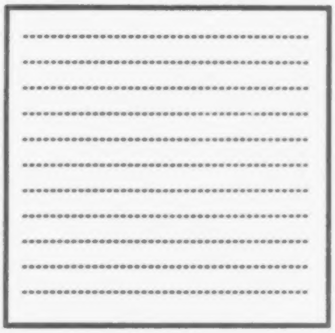
STREET SIGN
ATTACH TO
POPSICLE STICK



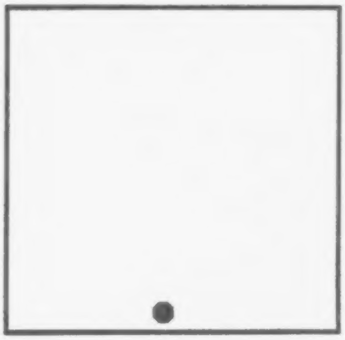
FLOWER BOX



SHUTTERS

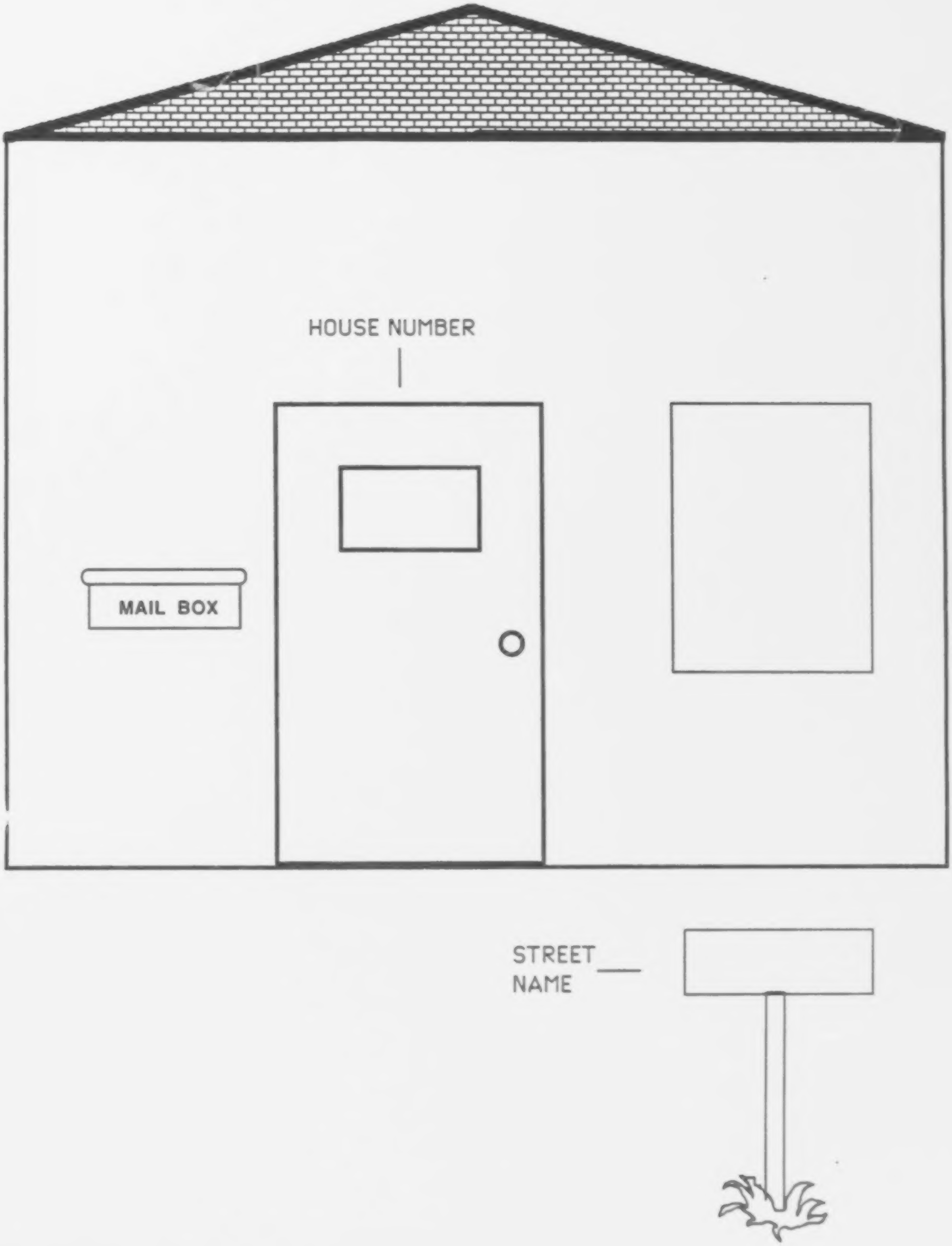


BLINDS
CUT ON DOTTED LINES

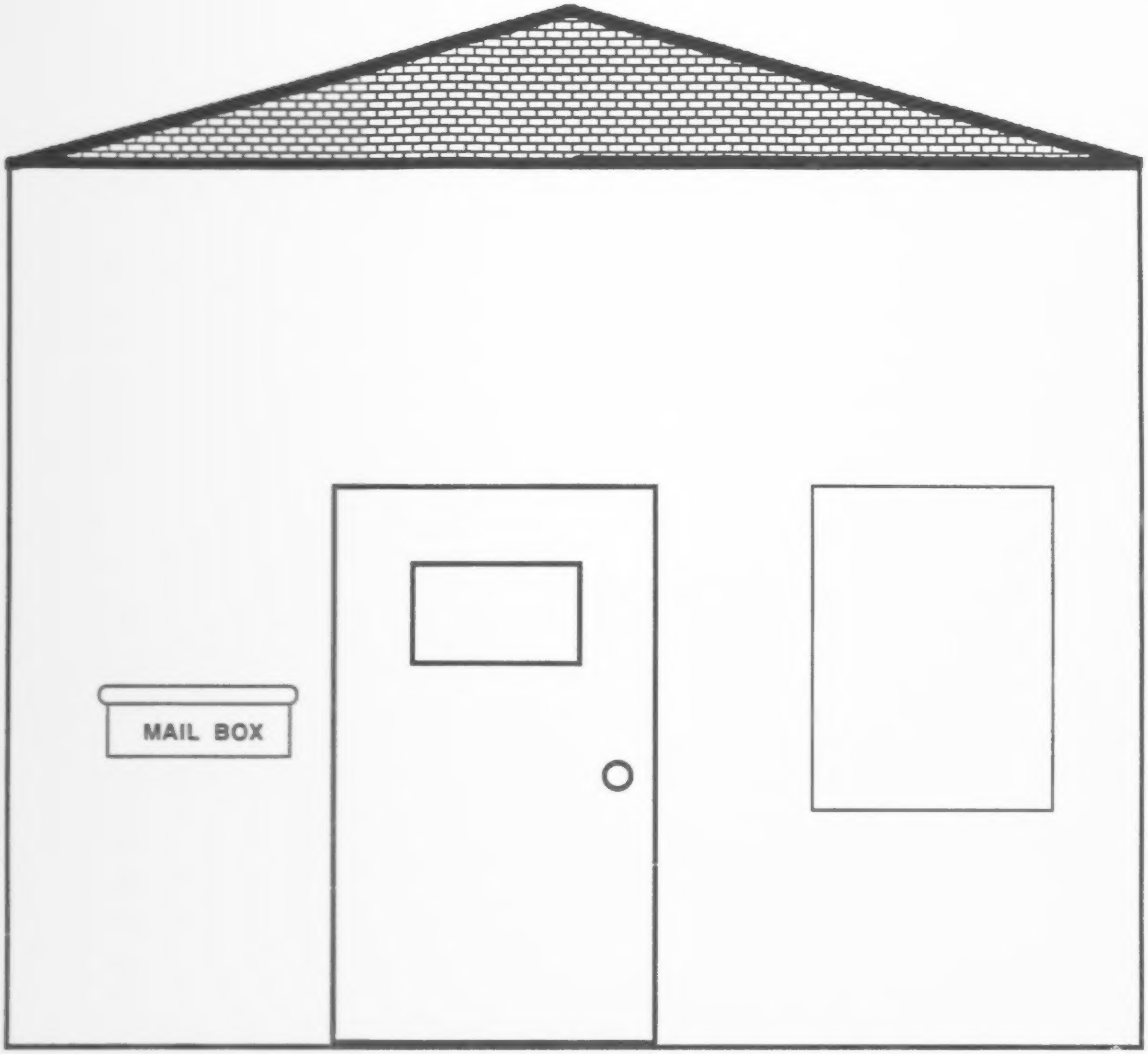


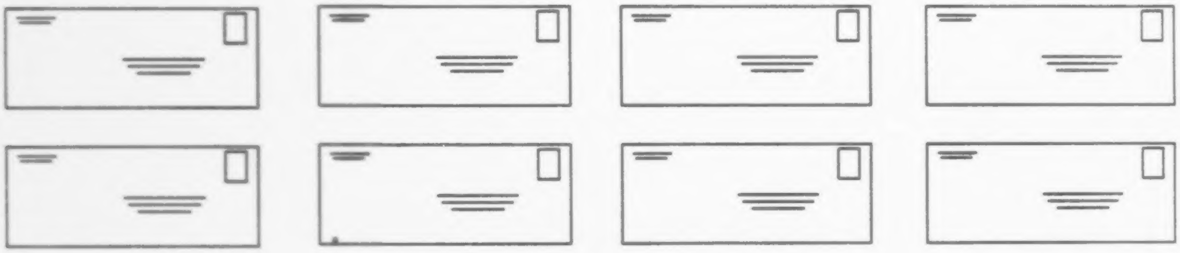
SHADES
ATTACH STRING TO THE ●

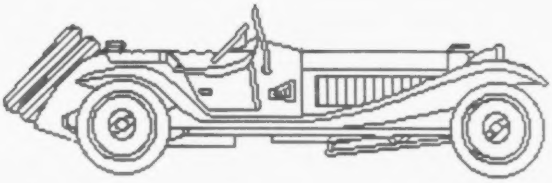
PATTERN FOR LARGE STREET SIGN. PUT STREET NAME ON WITH LARGE LETTERS. USE FOR ALPHABET MATCH-UP.

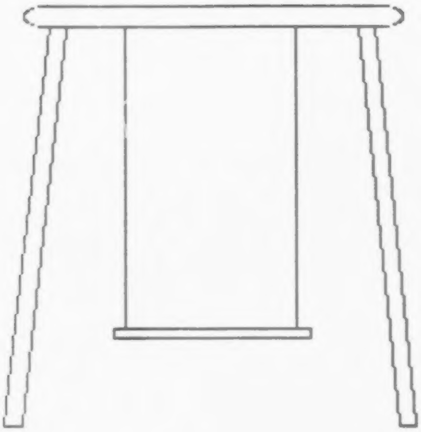


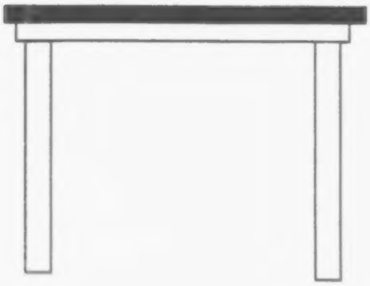
H. 5

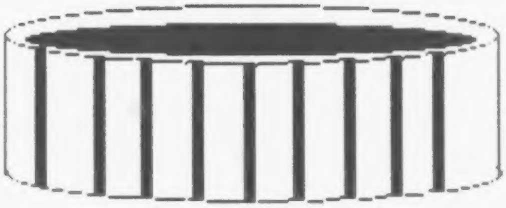

MAIL BOX

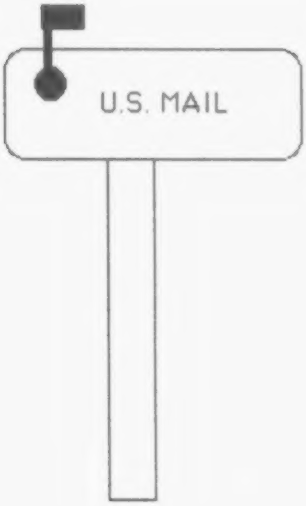


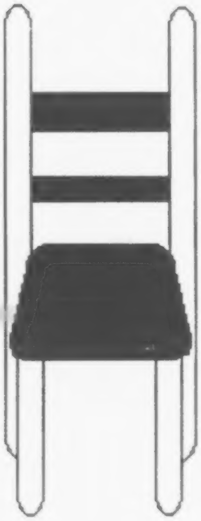




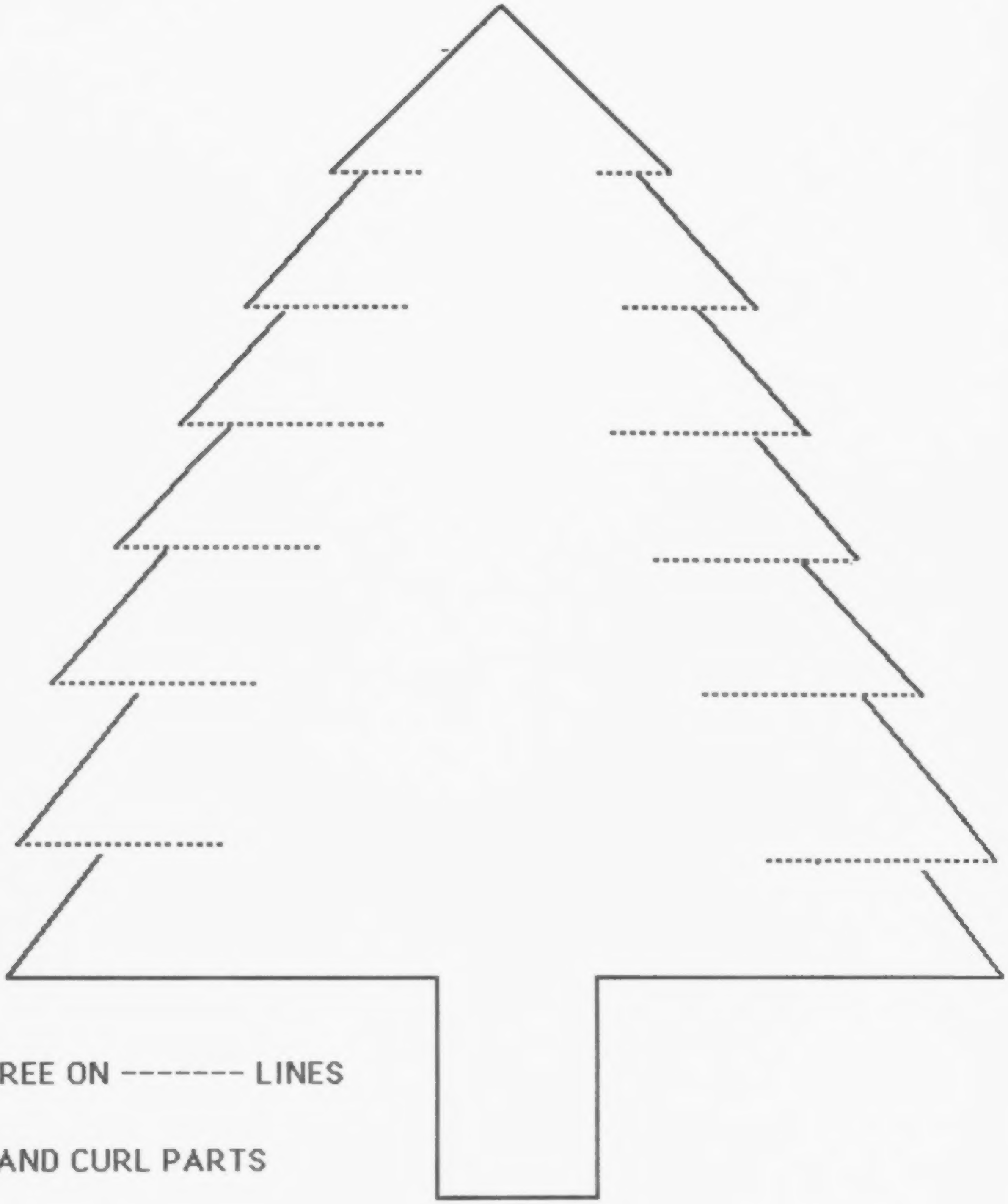





U.S. MAIL

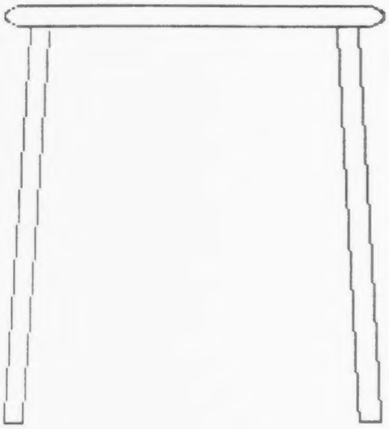


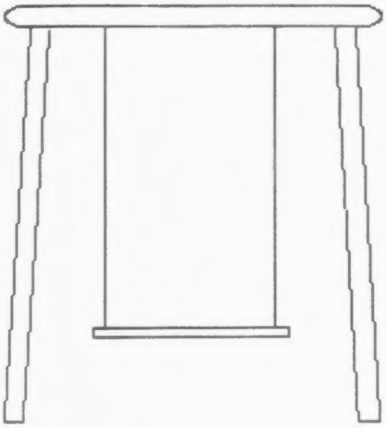
TREE PATTERN

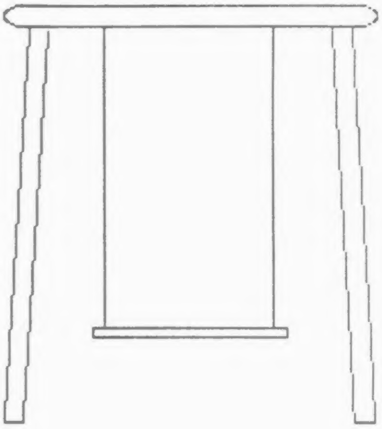


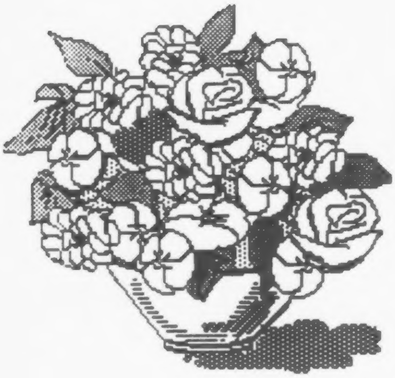
CUT TREE ON ------- LINES

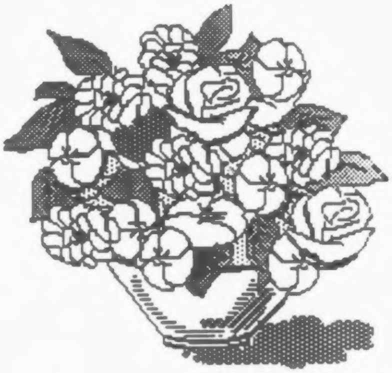
FOLD AND CURL PARTS







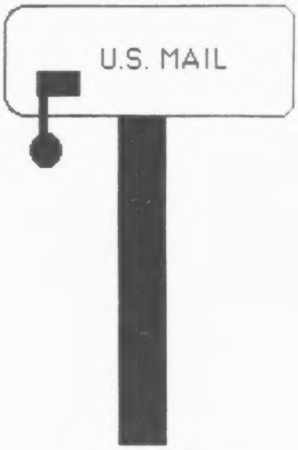


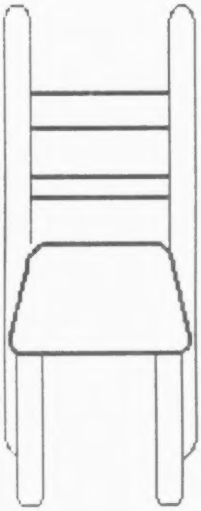


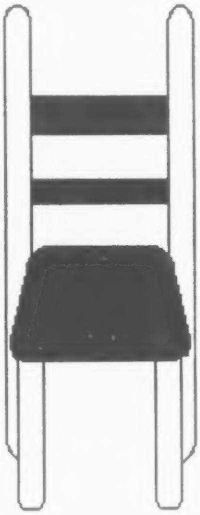
H. 10

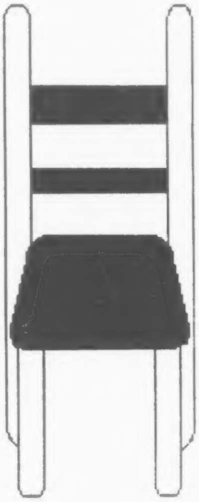
U.S. MAIL

U.S. MAIL

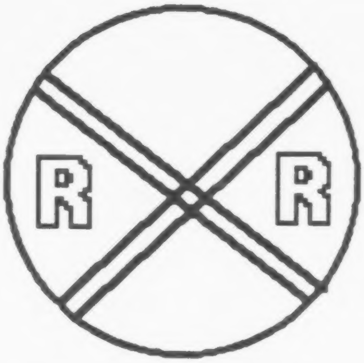

U.S. MAIL

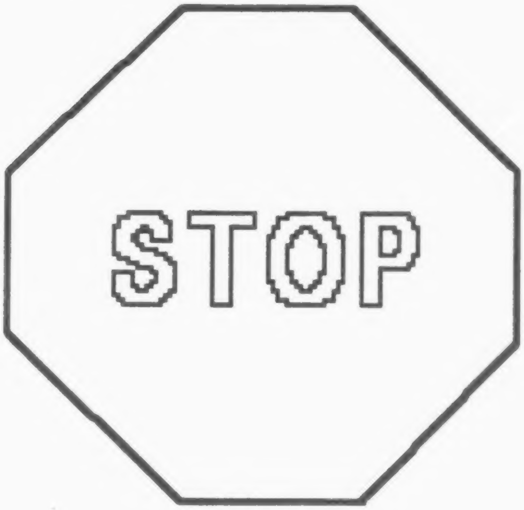


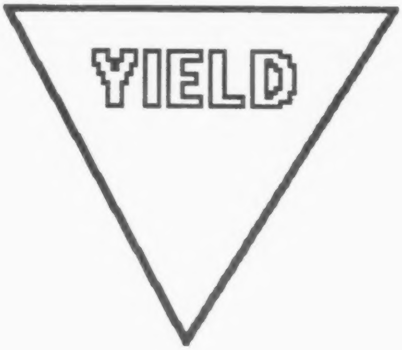


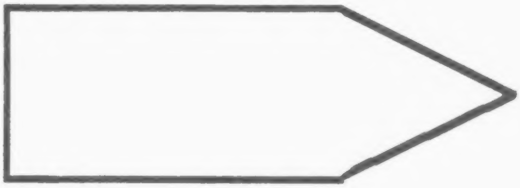


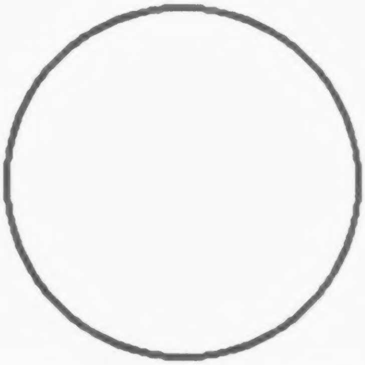
ONE WAY

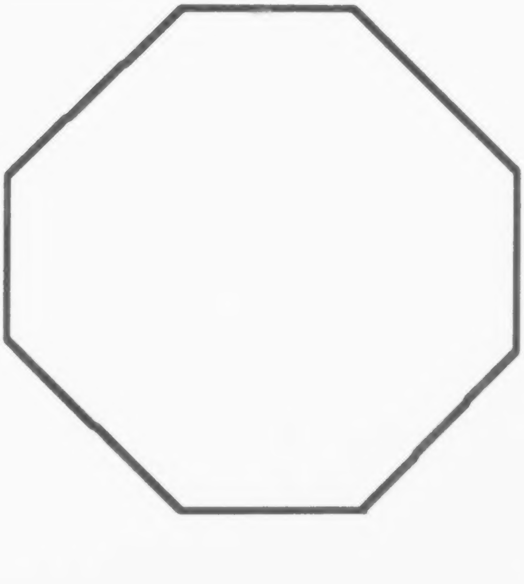

R
R


STOP

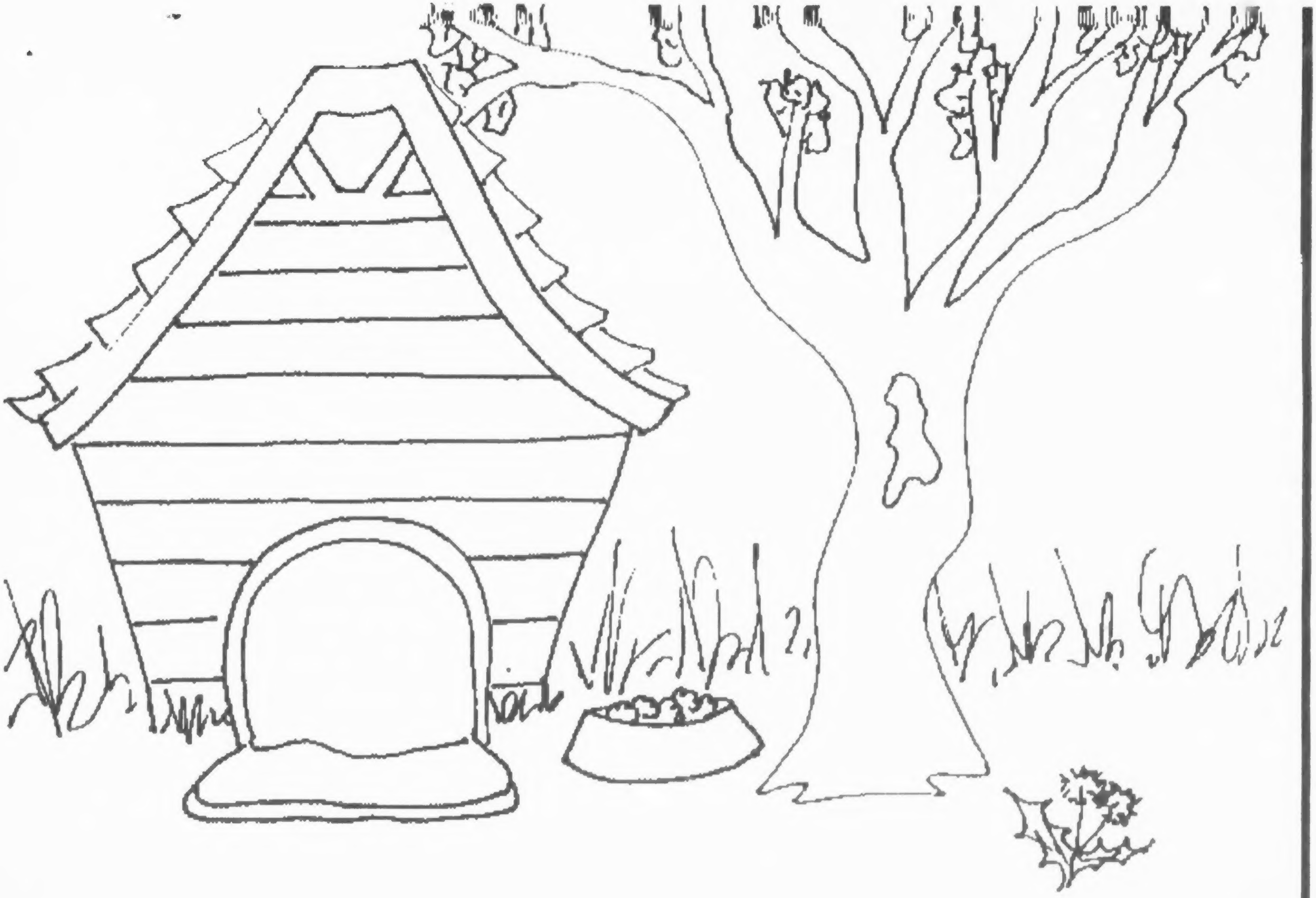

YIELD





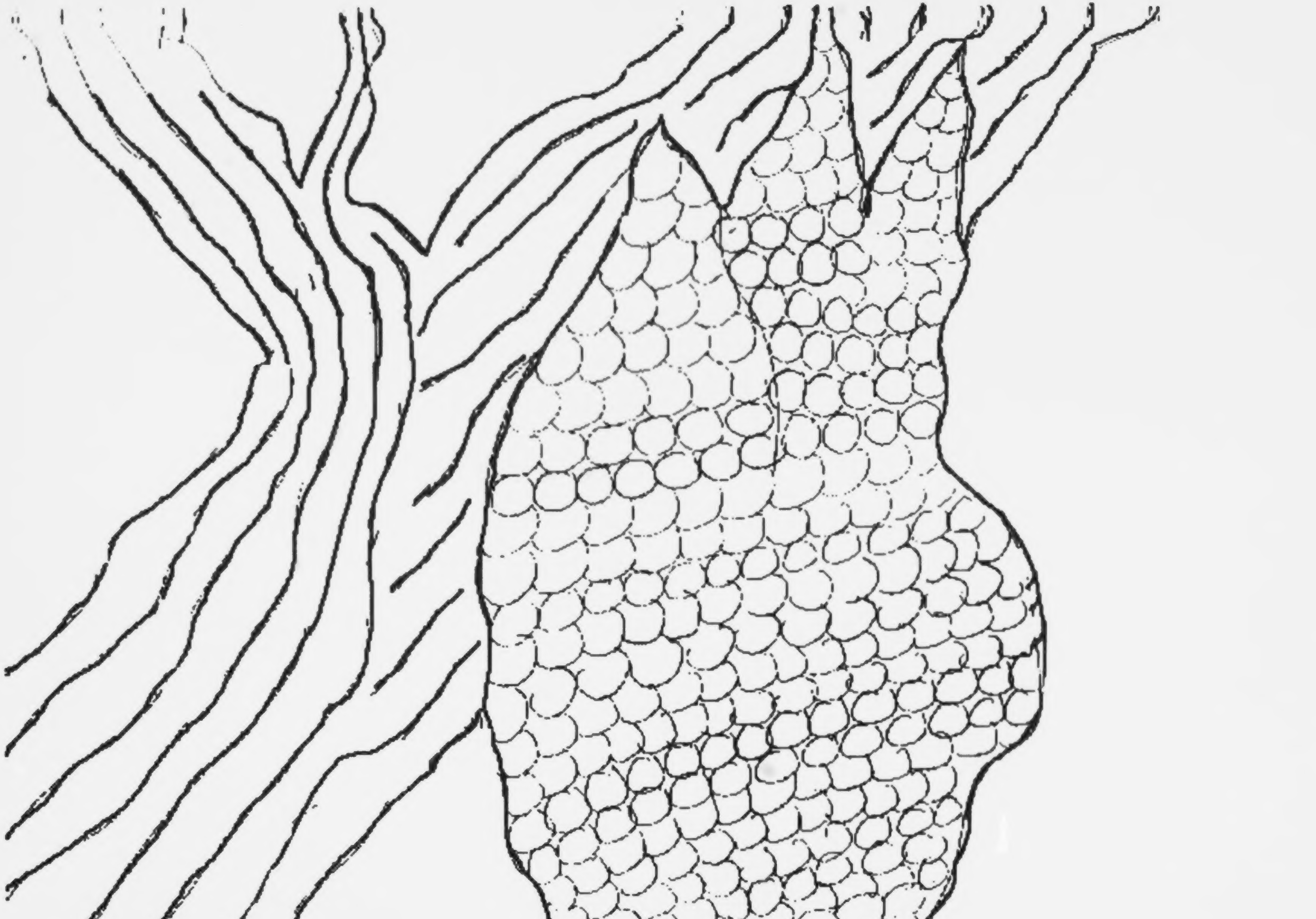


WHO LIVES HERE ?

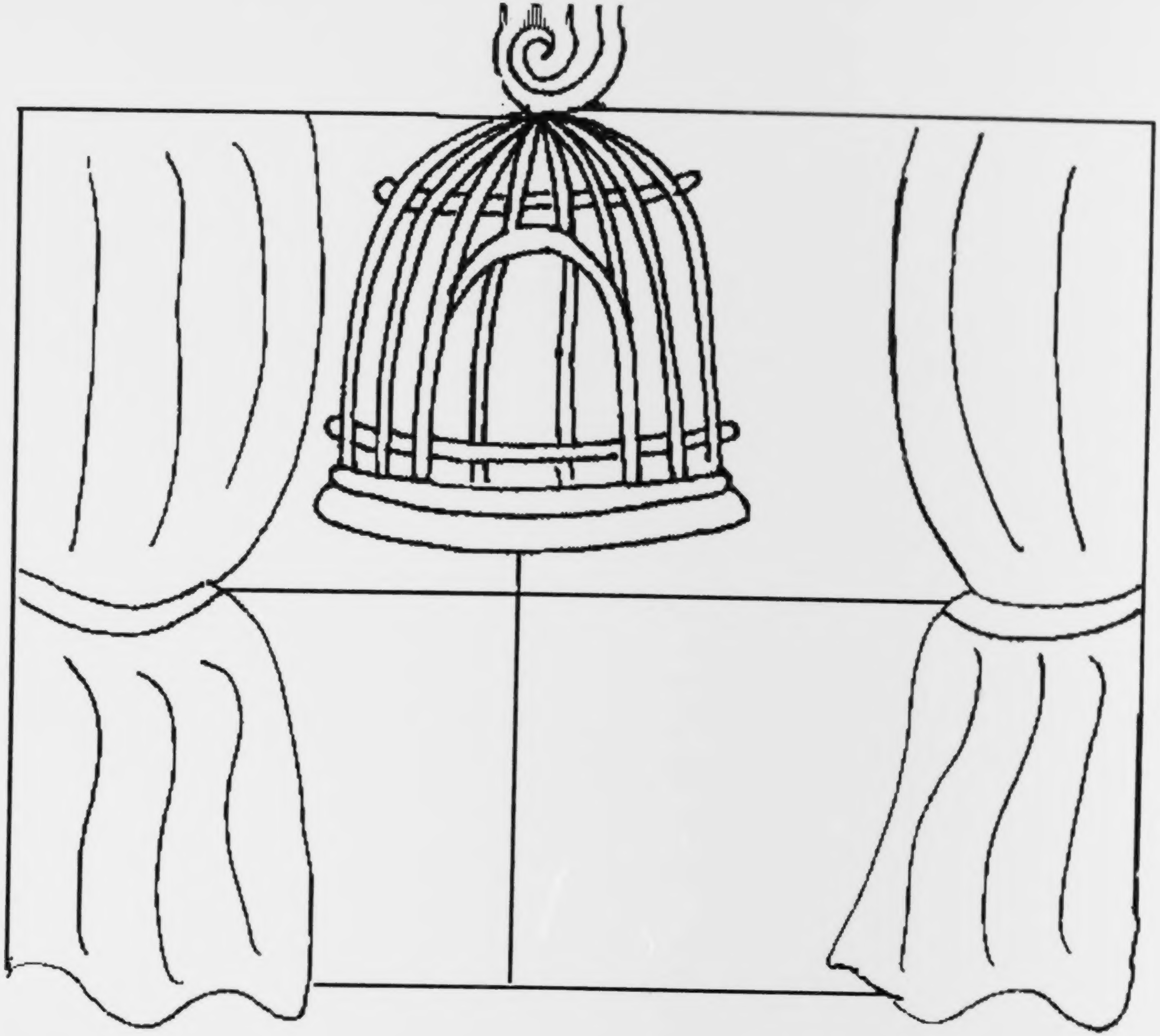


H. 12A

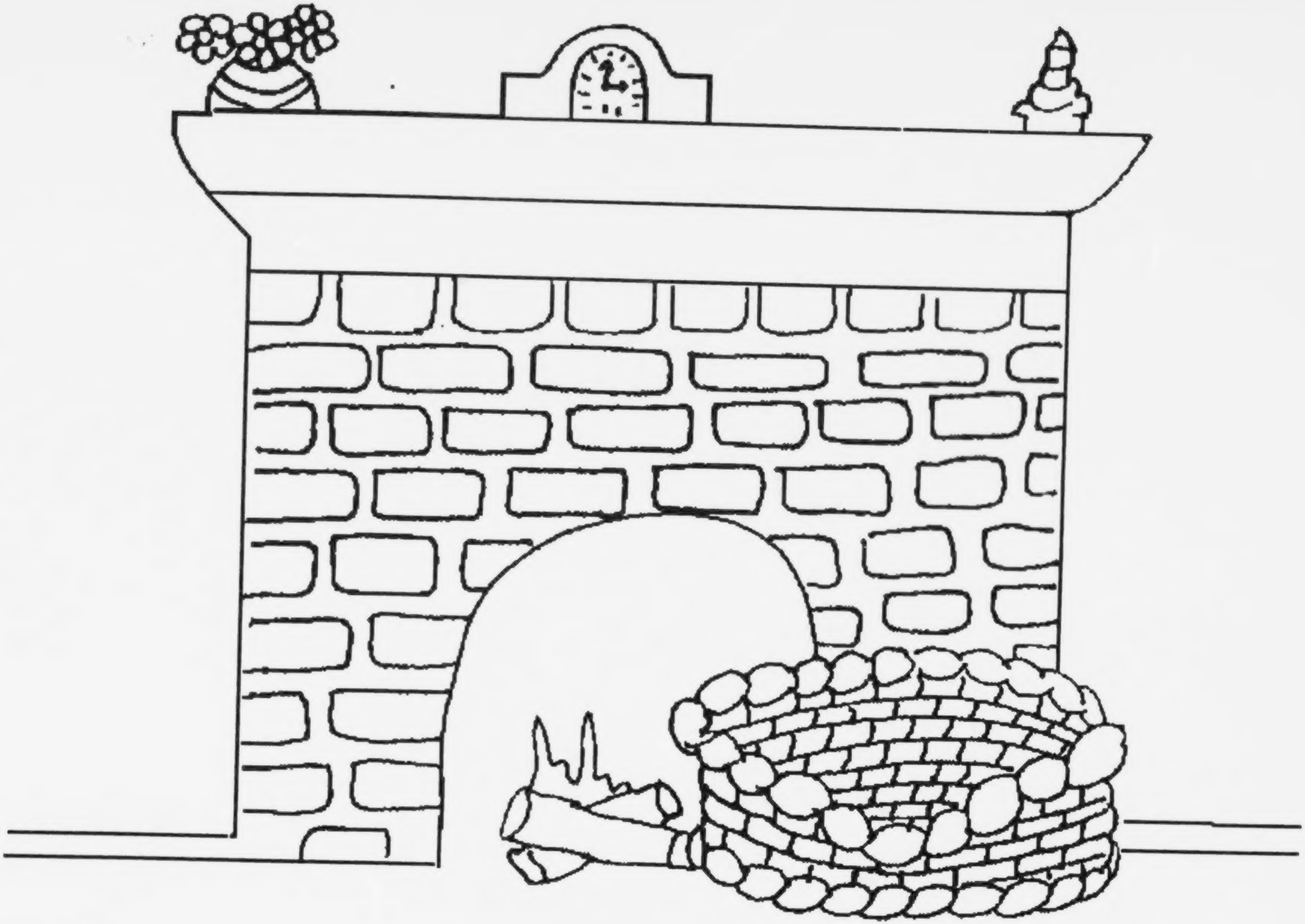
H. 12B



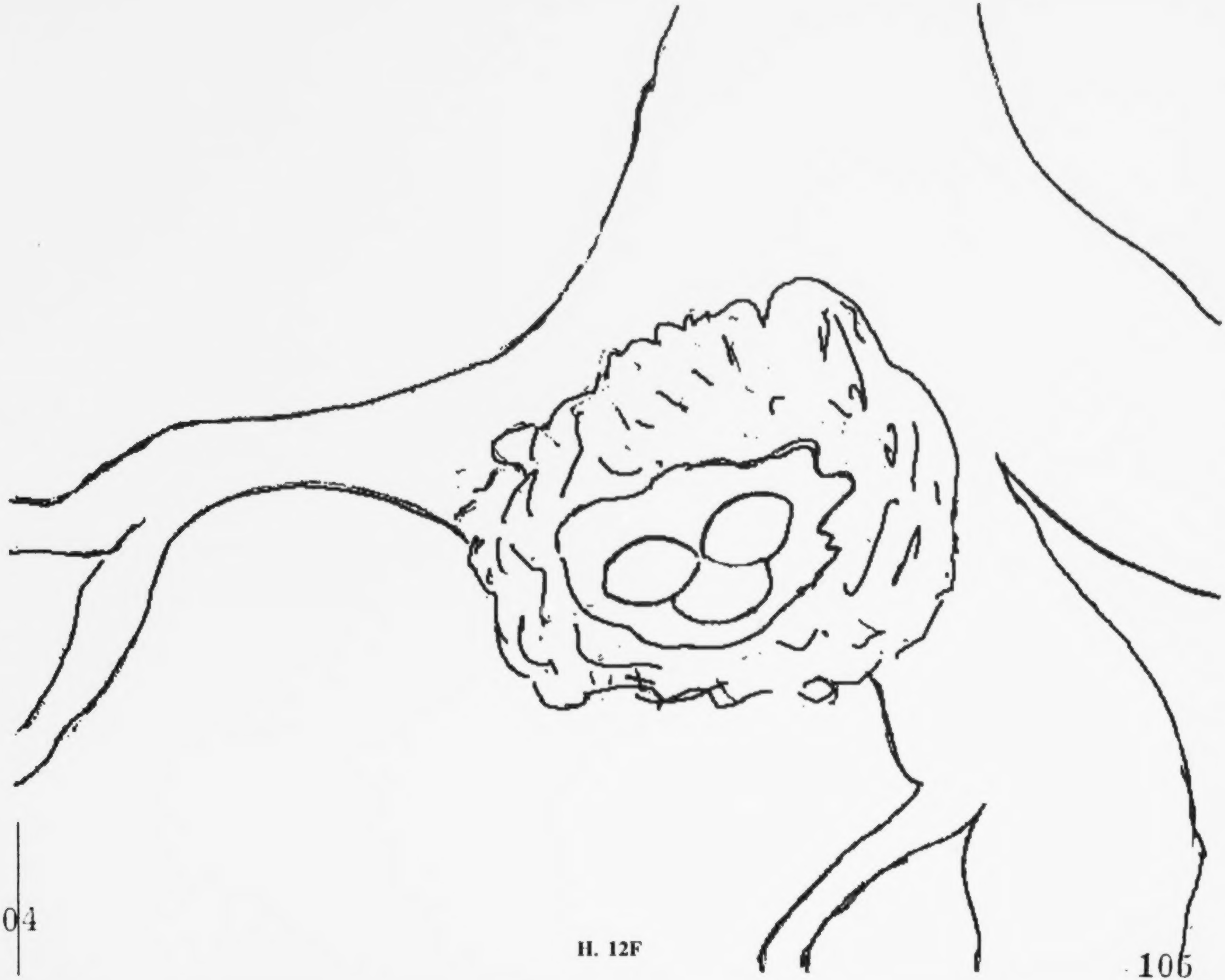
H. 12C



X5

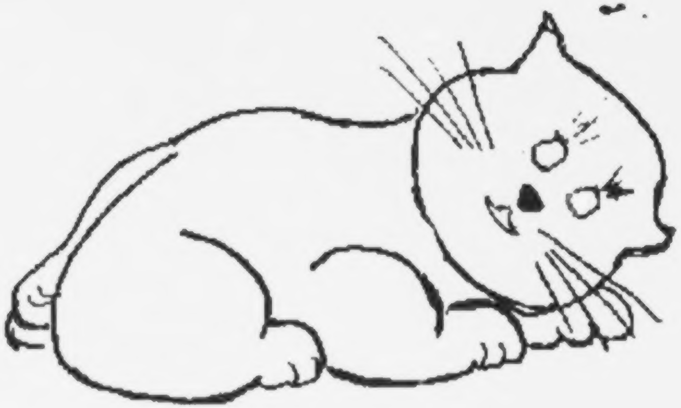


H. 12E

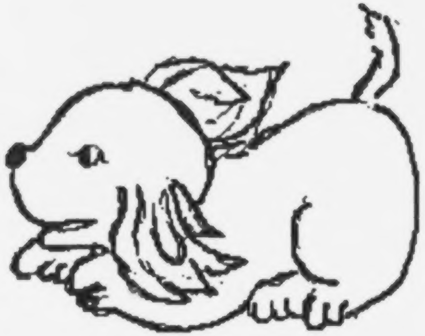


H. 12F

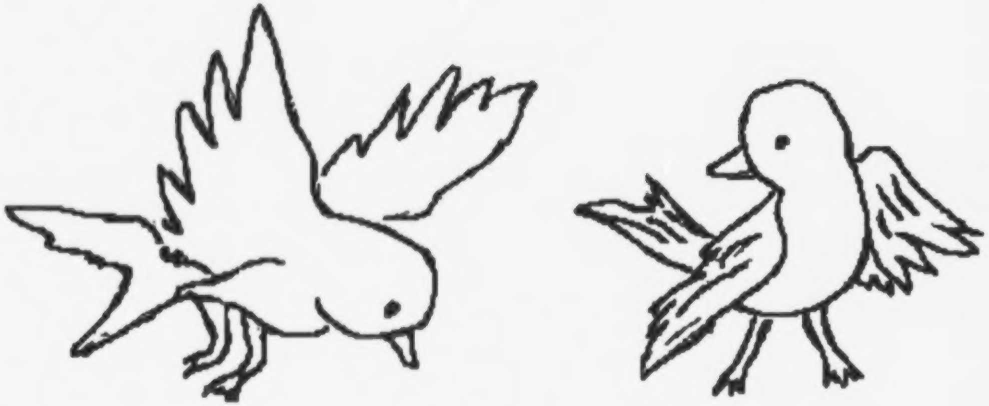
bee



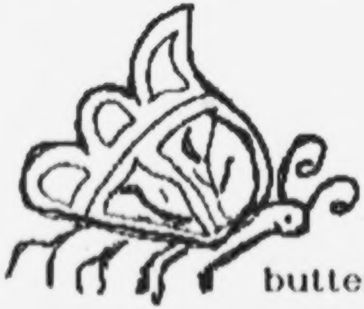
cat



dog

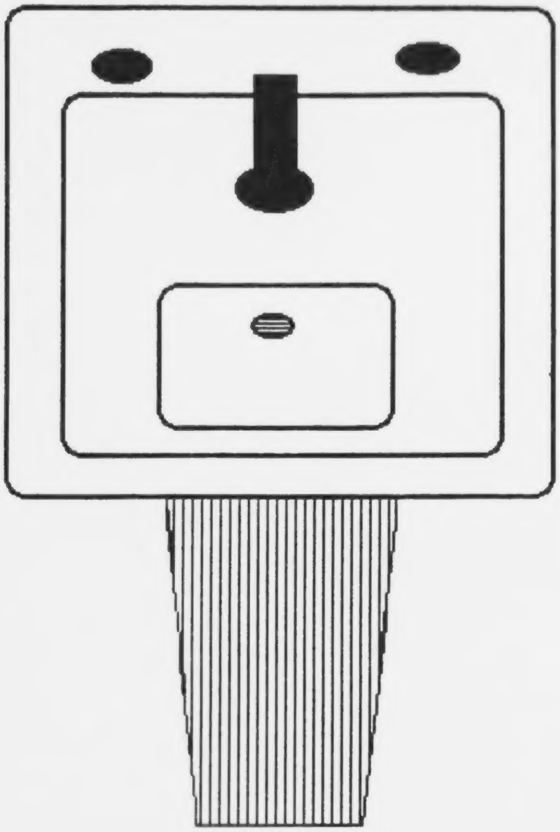


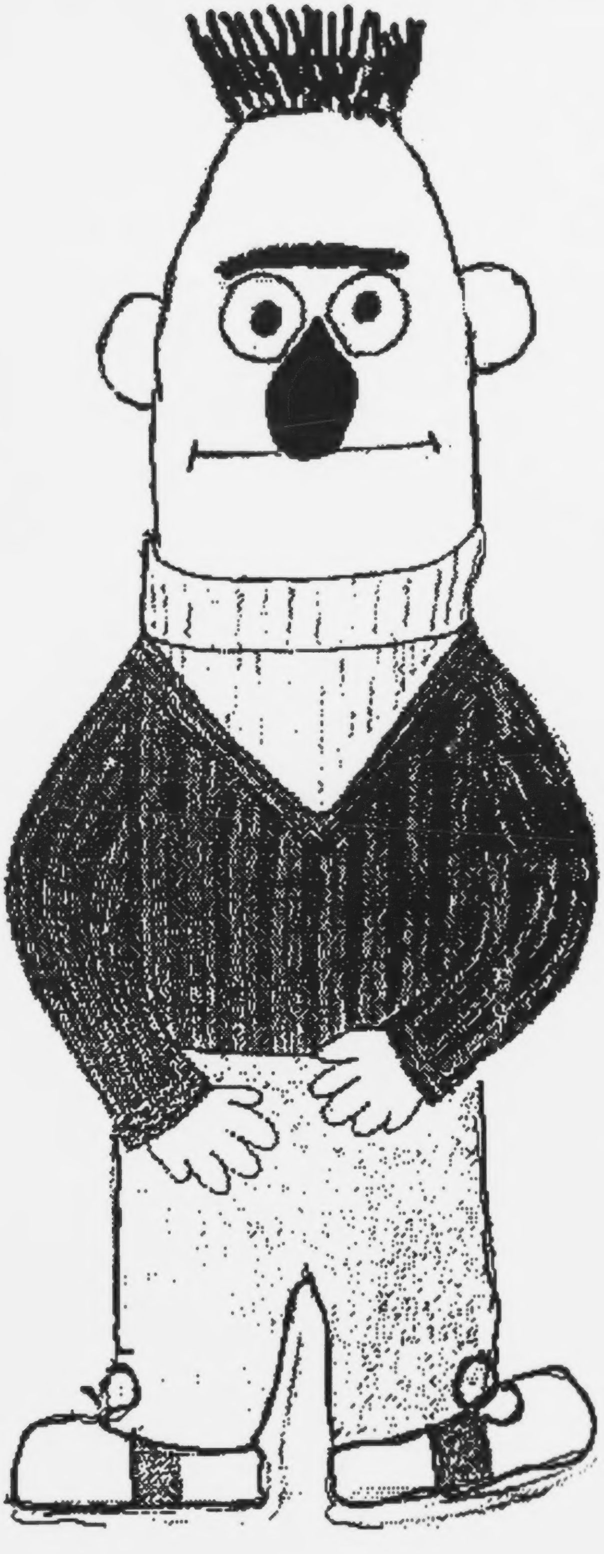
birds

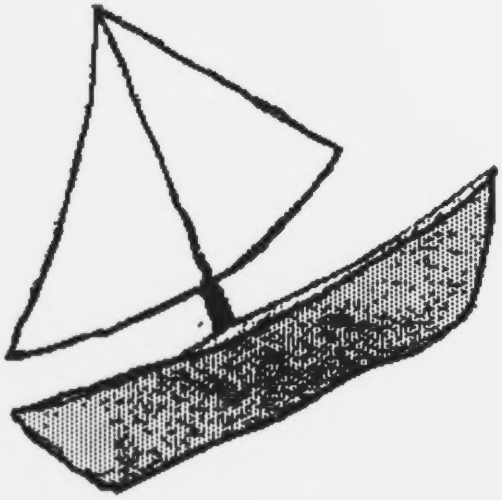


butterfly

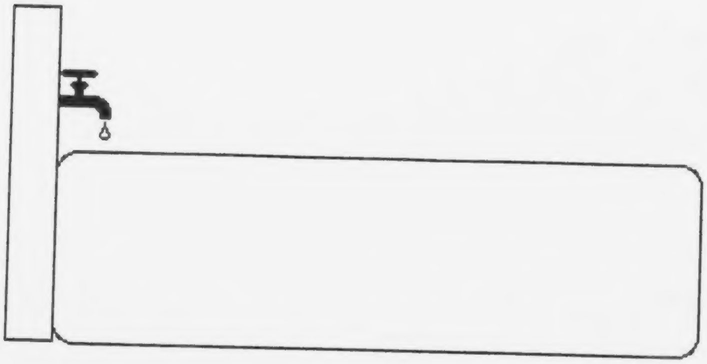
II. 12G

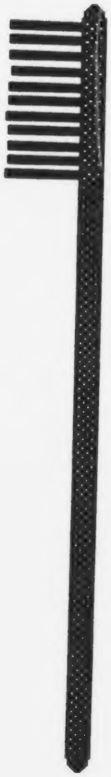


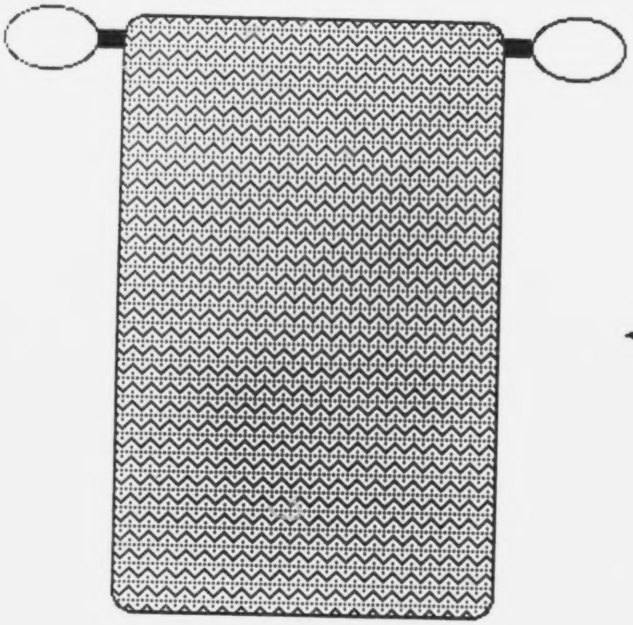


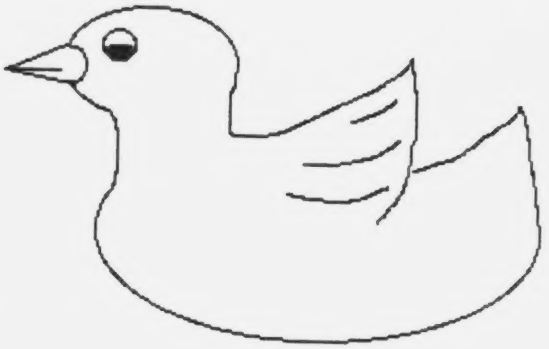


H. 13

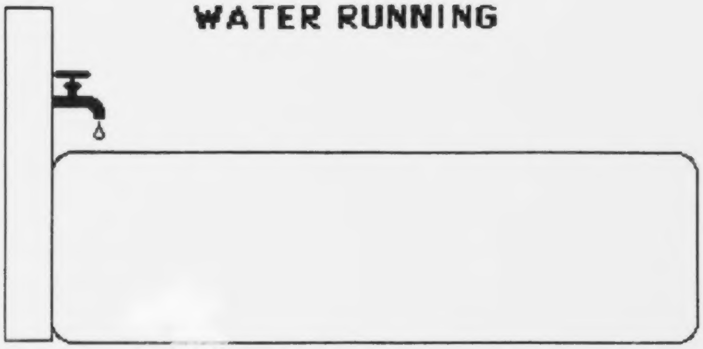


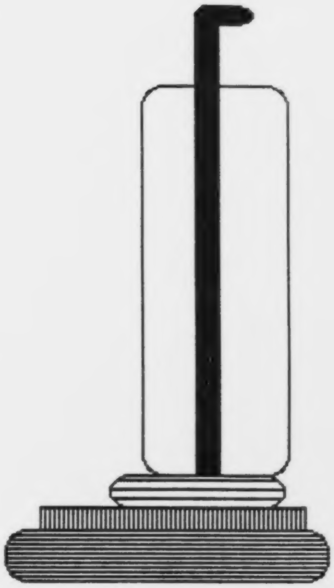






WATER RUNNING

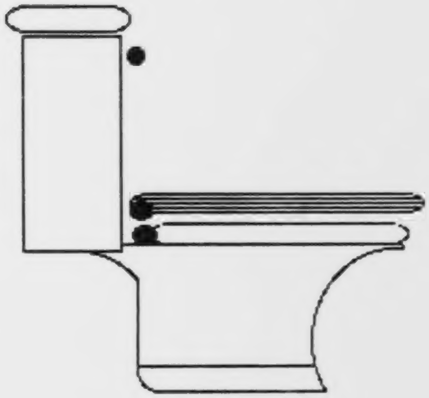




VACUUM

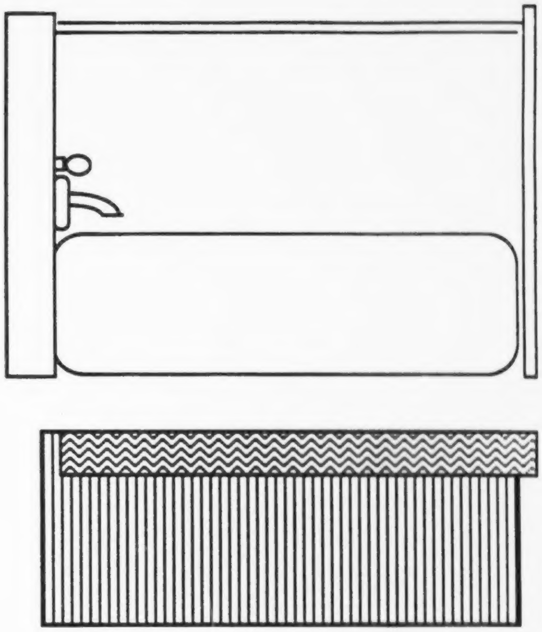
HAIR DRYER

FLUSHING

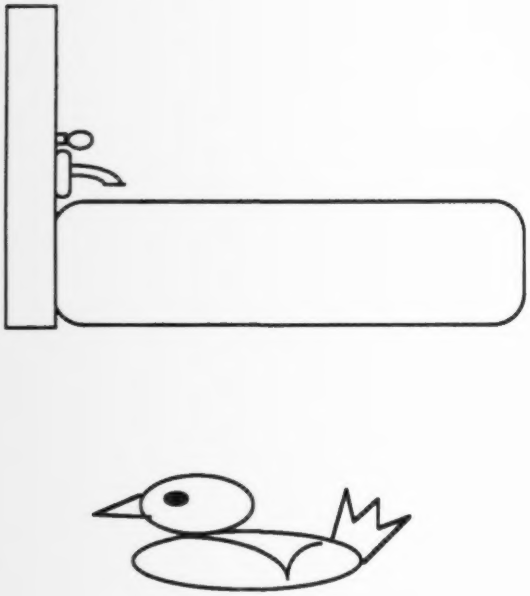


THE SOAP IN THE SOAPDISH

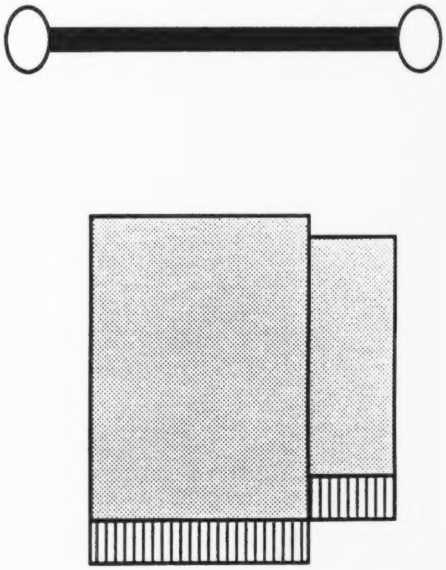
PUT THE SHOWER CURTAIN ON THE RACK

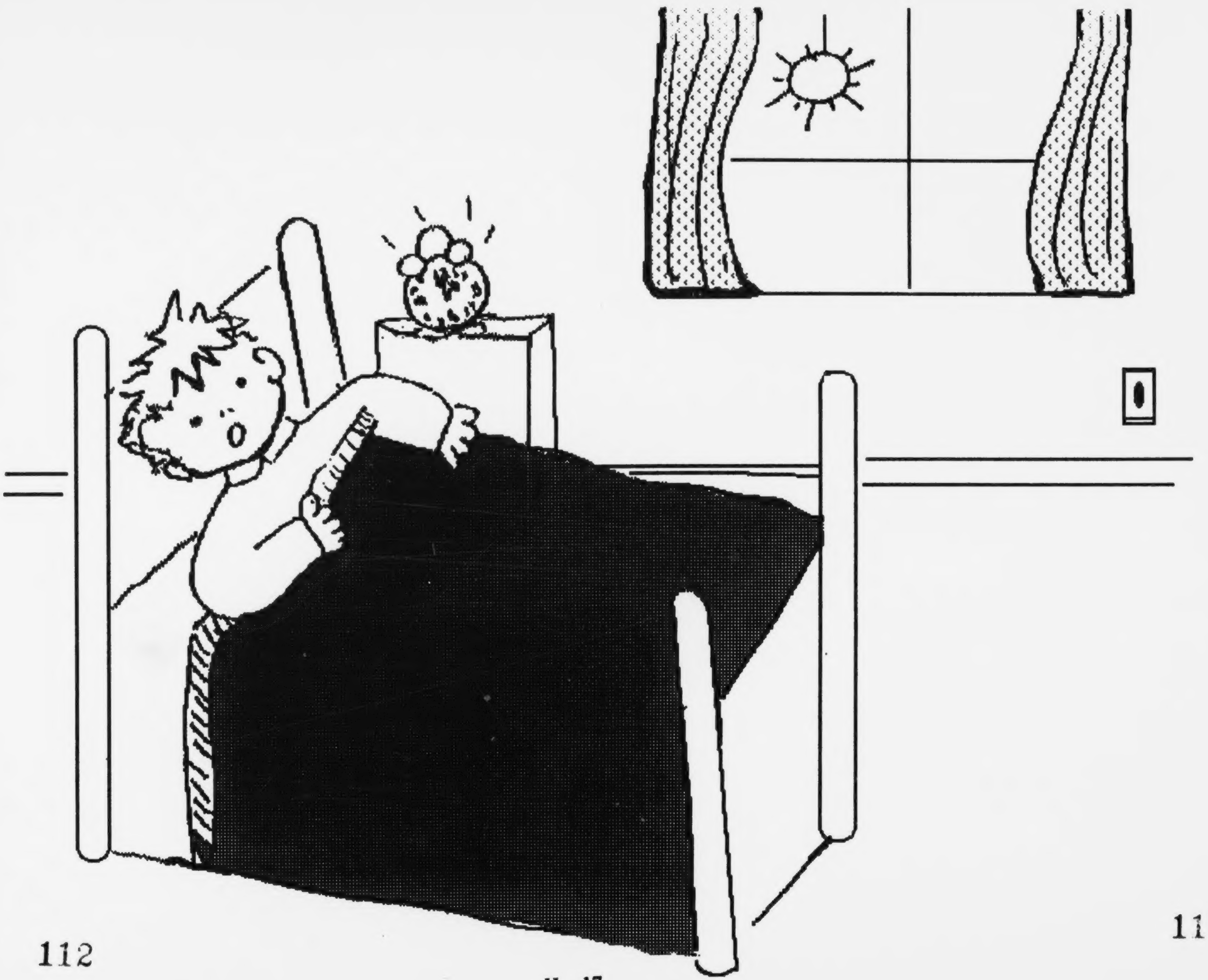


THE DUCK IN THE BATHTUB

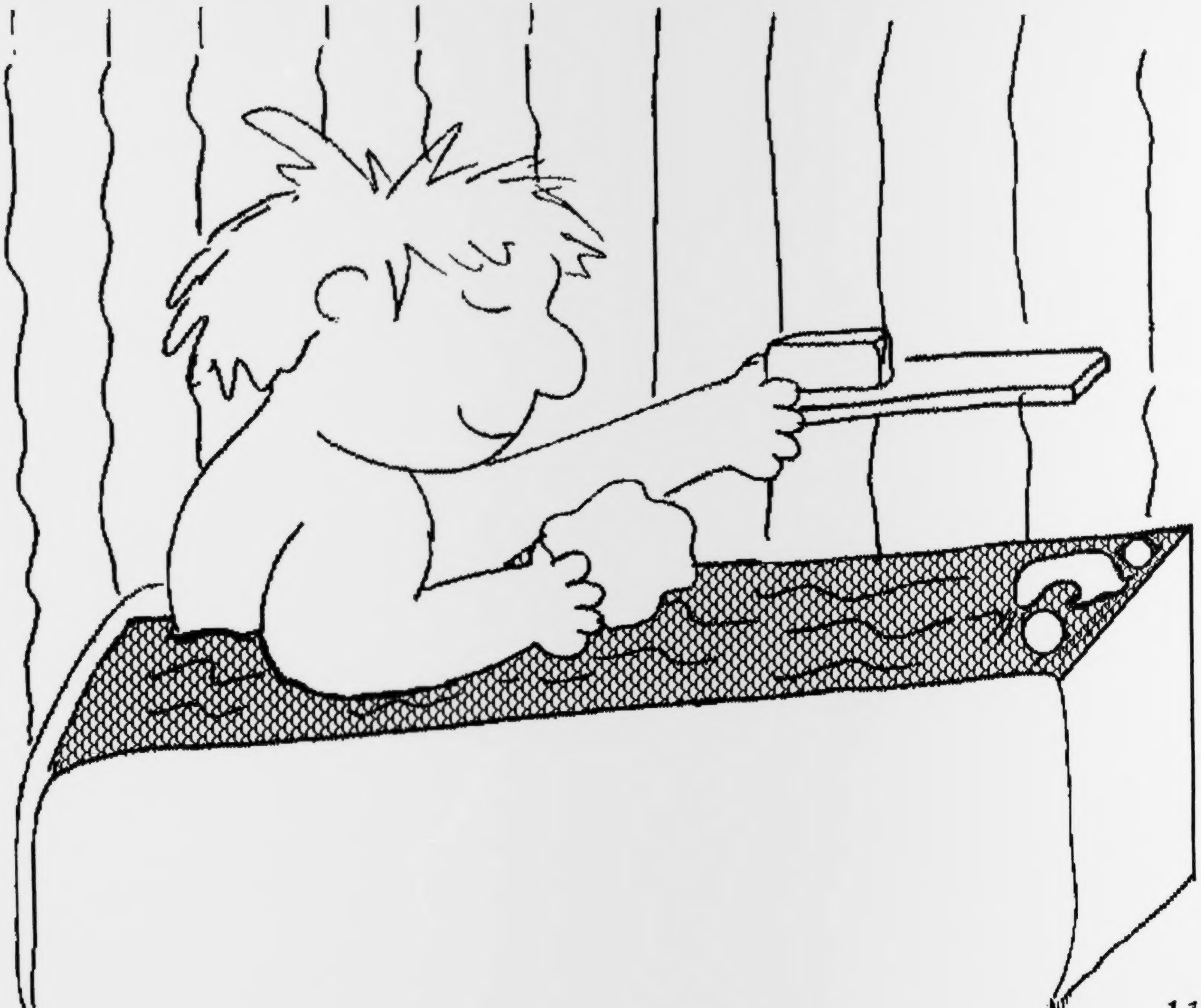


THE TOWEL HANGS ON THE TOWEL BAR

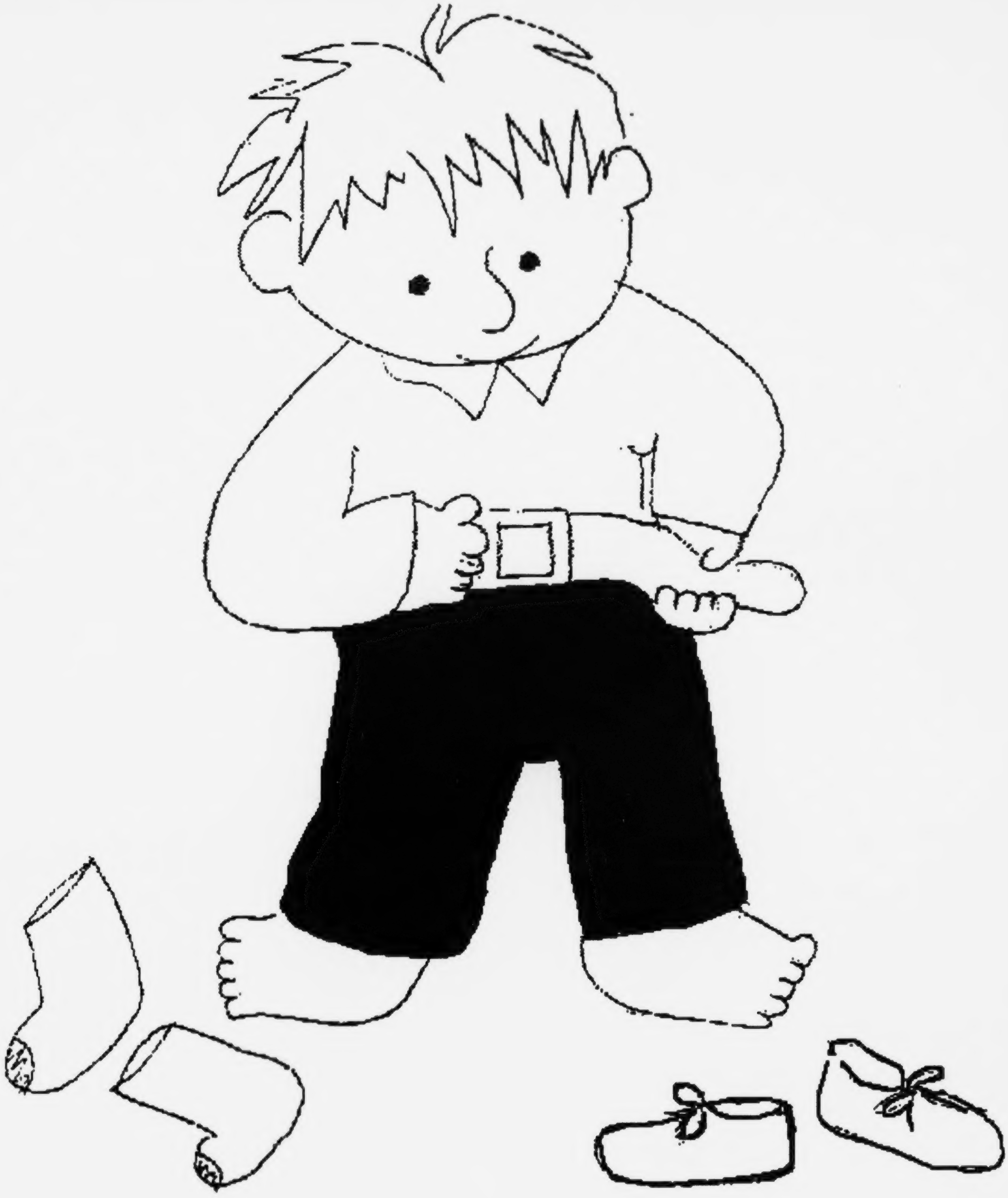




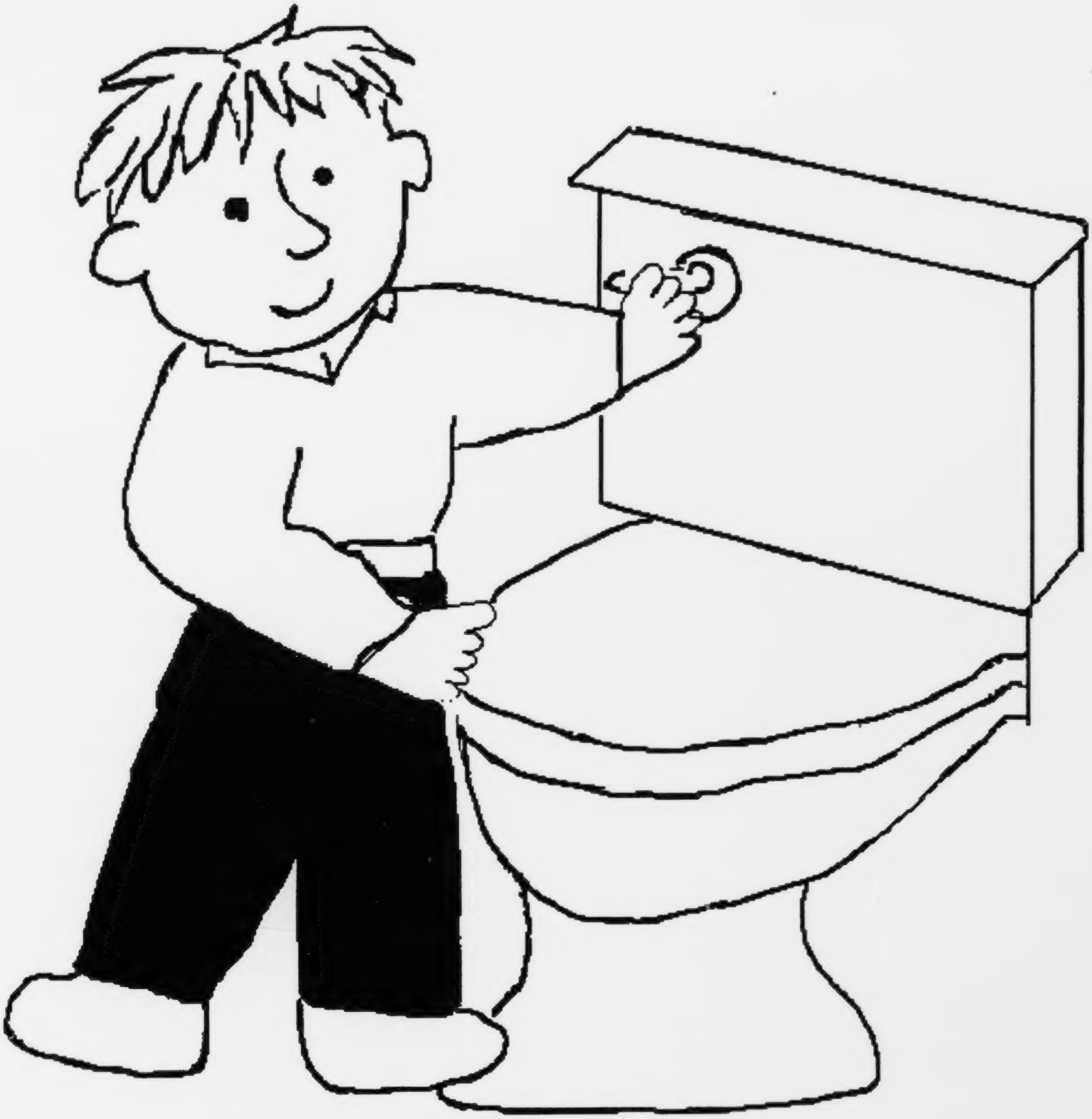
II. 17



H. 17A

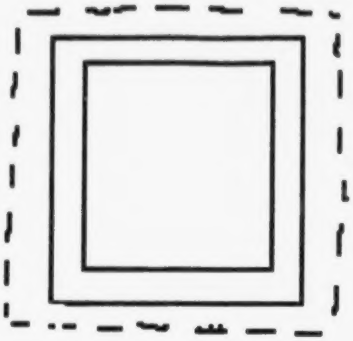


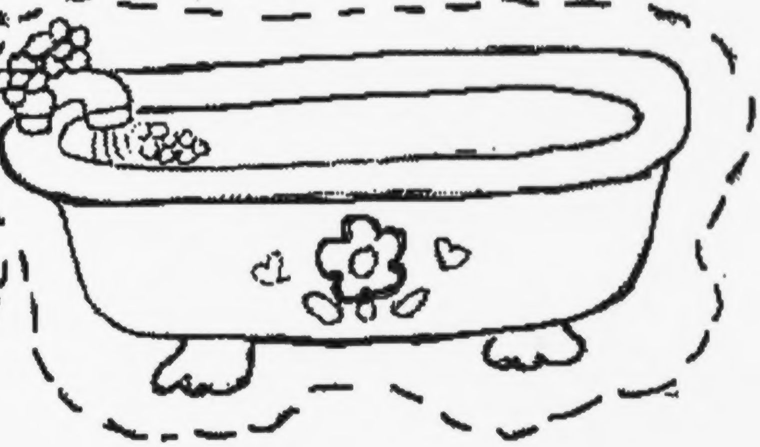
H. 17B



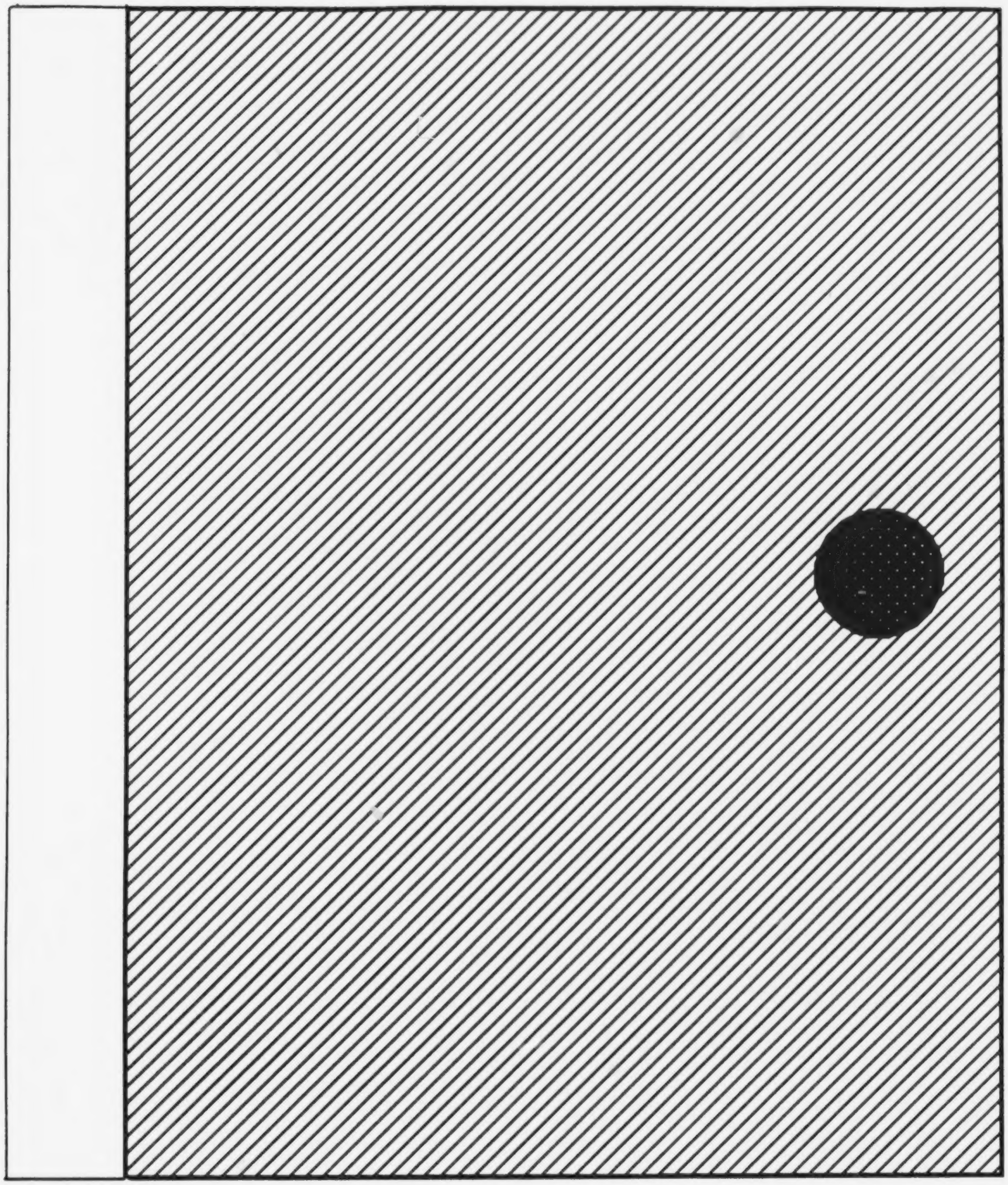
H. 17C

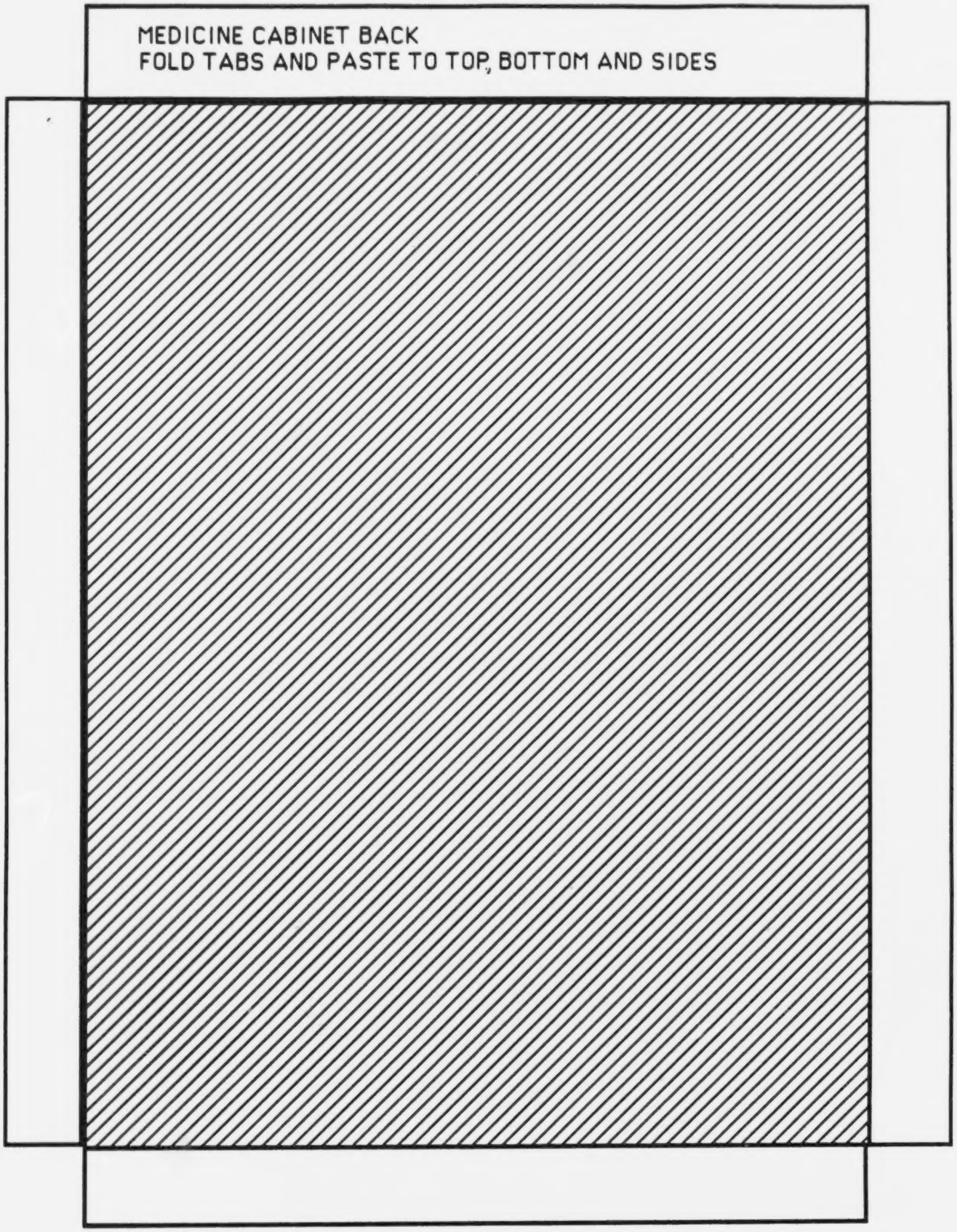
H. 17D





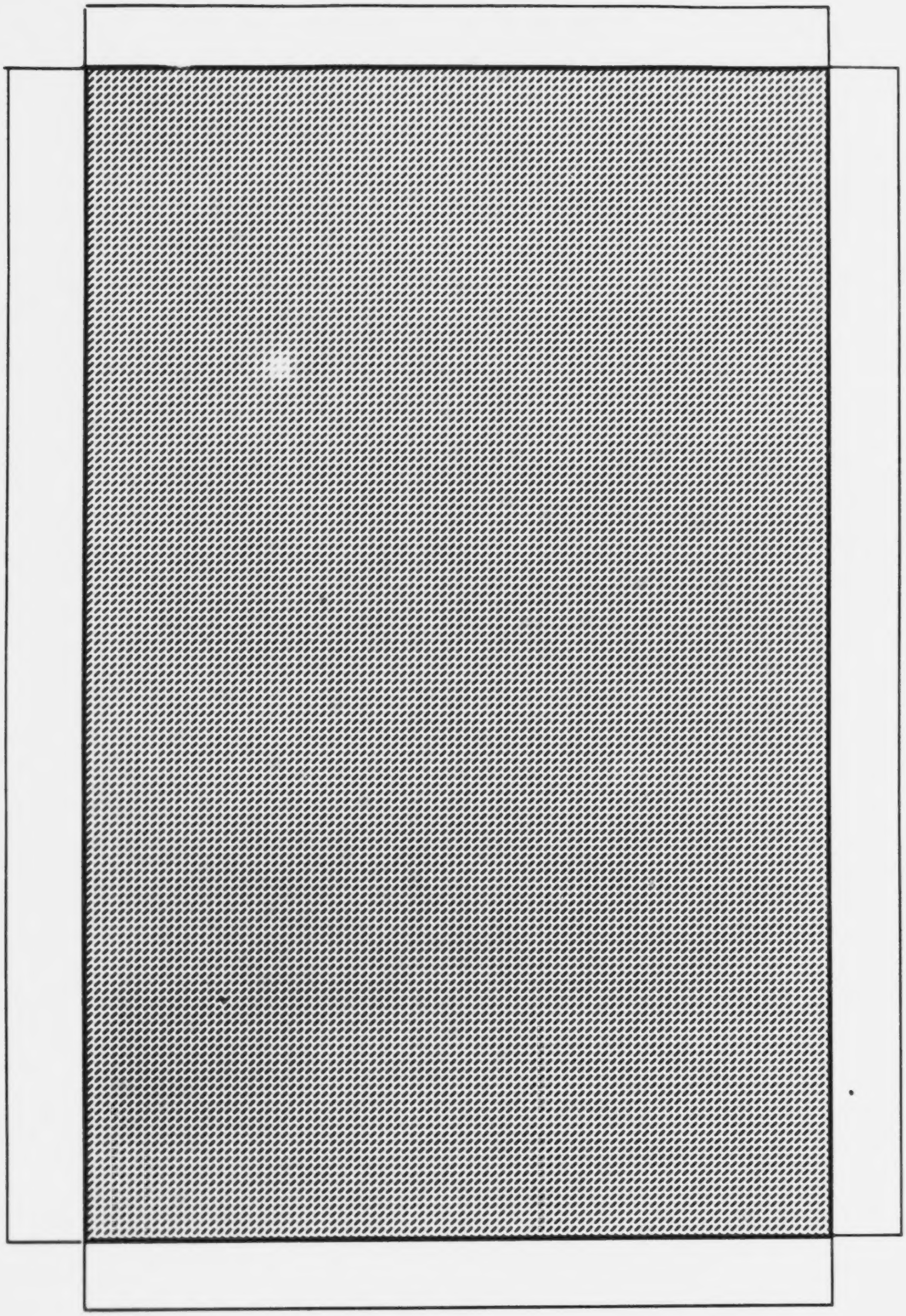
MEDICINE CABINET DOOR



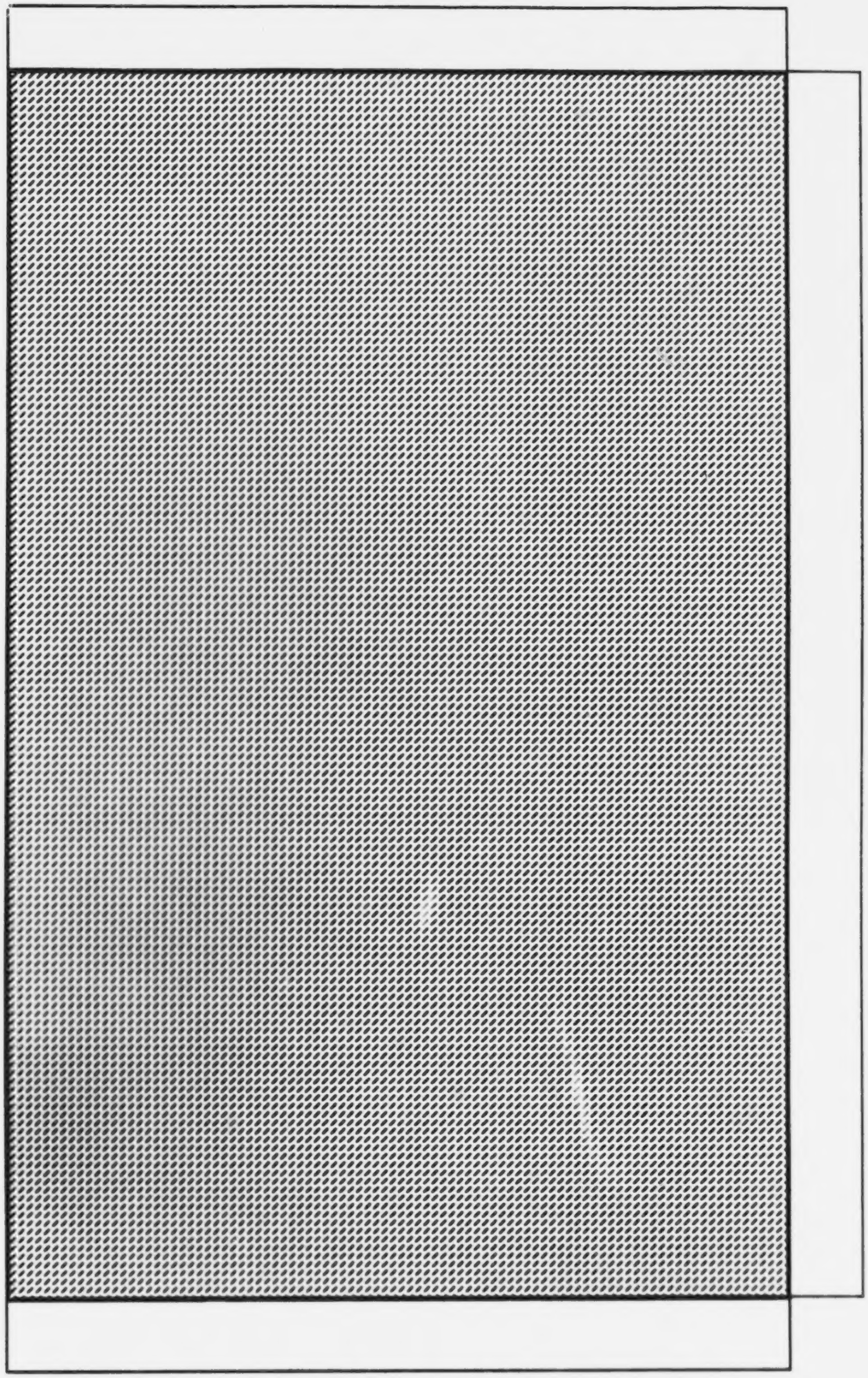


MEDICINE CABINET BACK
FOLD TABS AND PASTE TO TOP, BOTTOM AND SIDES

MEDICINE CABINET SIDE - FOLD TABS AND PASTE TO FRONT AND BACK TABS

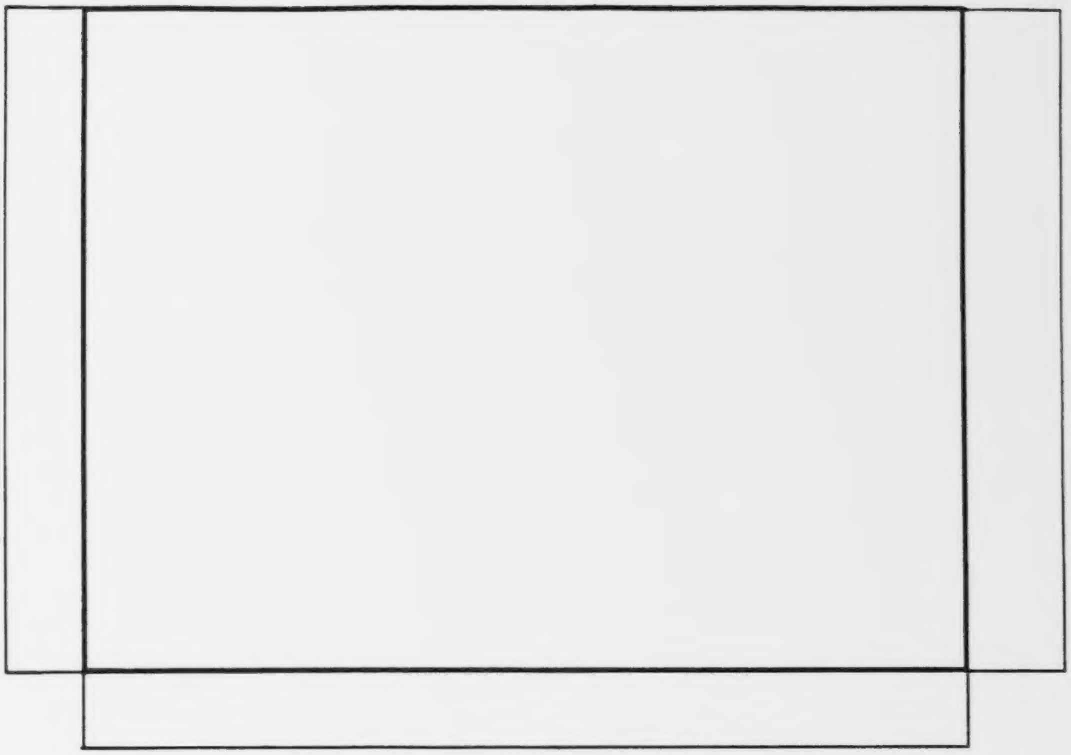


MEDICINE CABINET SIDE - FOLD TABS AND PASTE TO FRONT AND BACK TABS



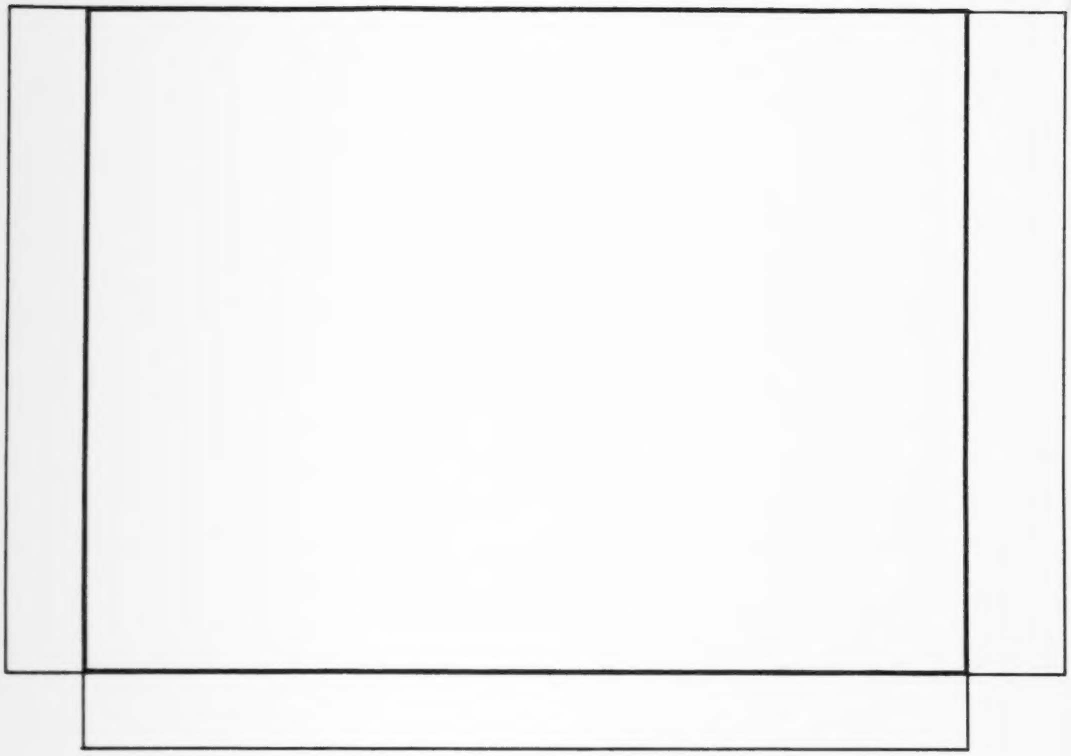
LEAVE OPEN AT FRONT DOOR

H. 19C



MEDICINE CABINET BOTTOM - FOLD TABS AND PASTE TO BACK AND SIDES

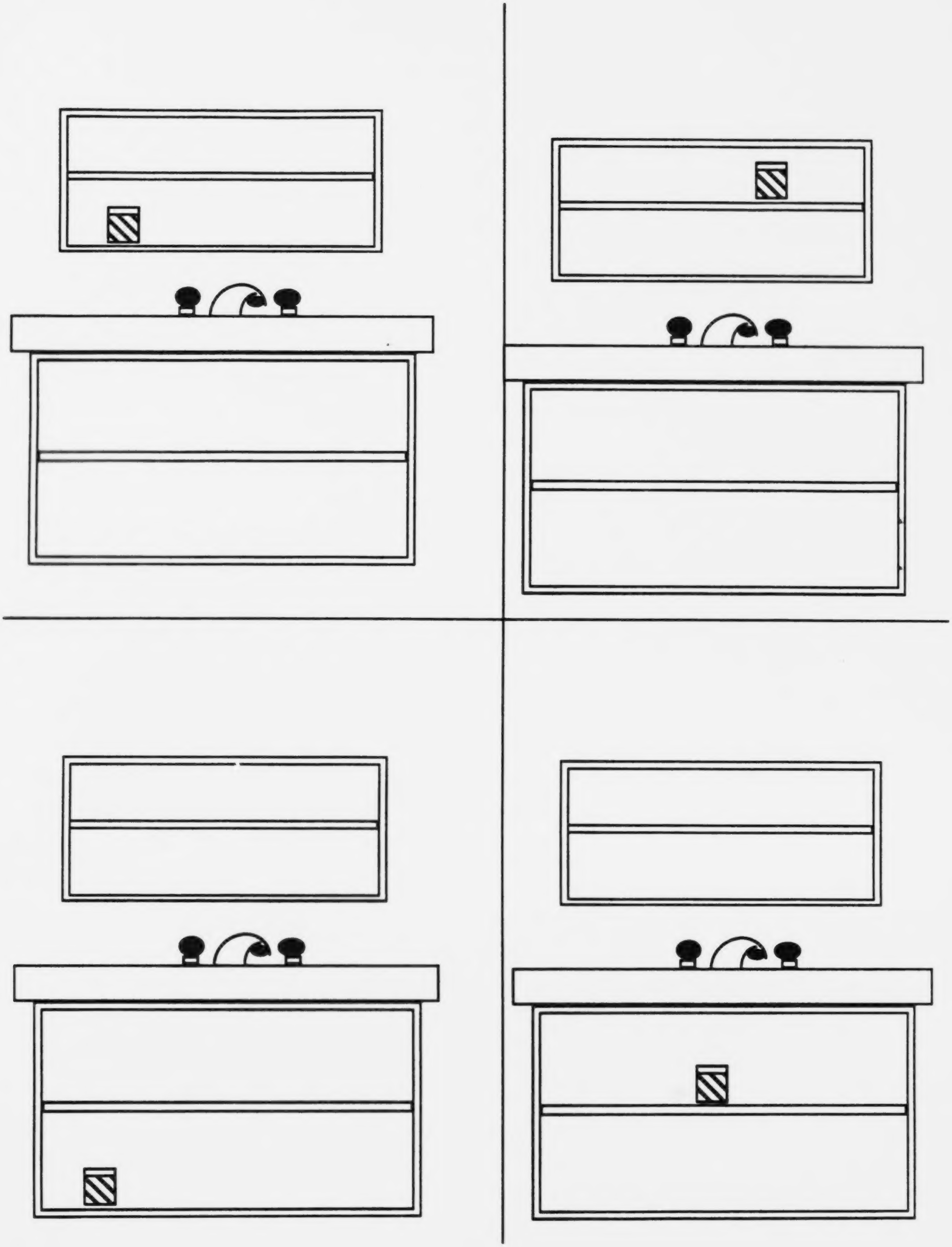
H. 19D



MEDICINE CABINET TOP AND SHELF -

CUT SHELF SLIGHTLY SMALLER THAN TOP

FOLD TABS AND PASTE TO BACK AND SIDES

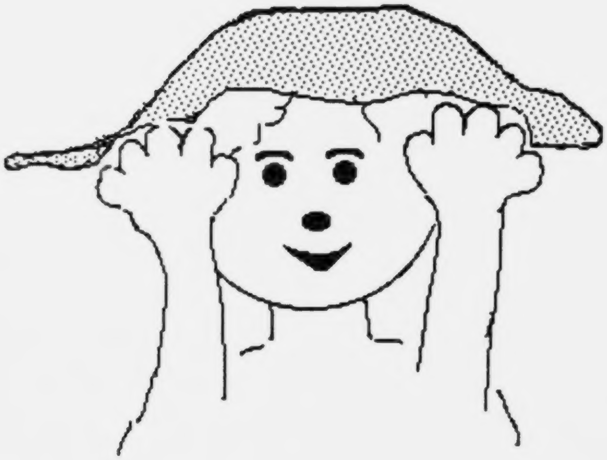


H. 20126

SEQUENCE STORIES

PUT ON SHAMPOO

NO MORE SOAP



I DRY MY HAIR

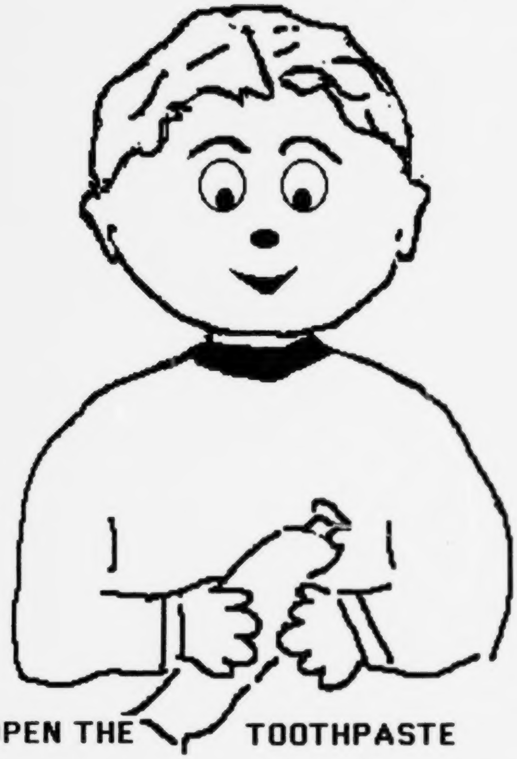
(YOU CAN MAKE UP YOUR OWN
DRAWING TO ADD TO THE SEQUENCE)

I HAVE TO GO TO THE BATHROOM

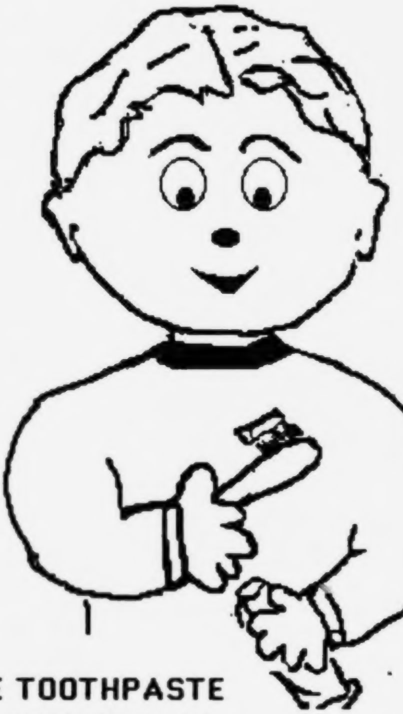
I FLUSH THE TOILET

I WASH MY HANDS

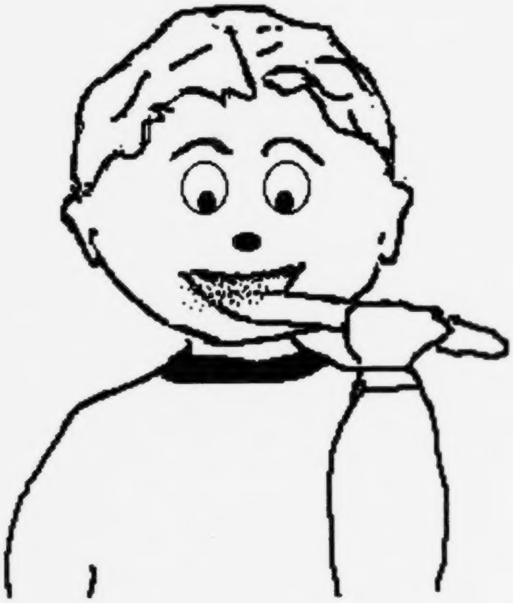
(YOU CAN MAKE UP YOUR OWN
DRAWING TO ADD TO THE SEQUENCE)



OPEN THE TOOTHPASTE



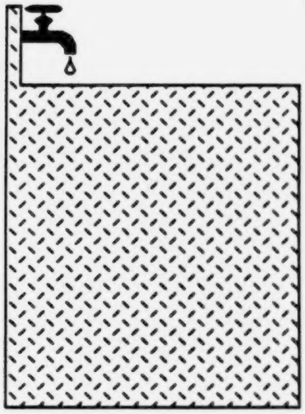
PUT THE TOOTHPASTE
ON THE TOOTHBRUSH

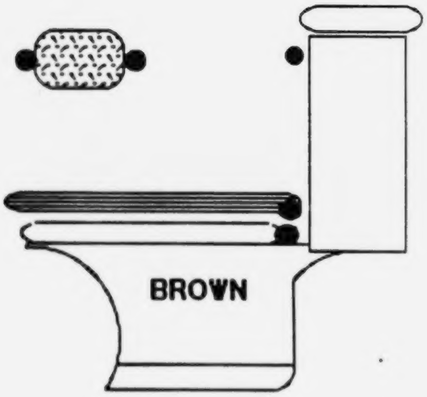


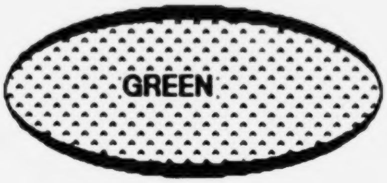
BRUSH UP AND DOWN

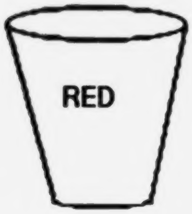
(YOU CAN MAKE UP YOUR OWN
DRAWING TO ADD TO THE SEQUENCE)

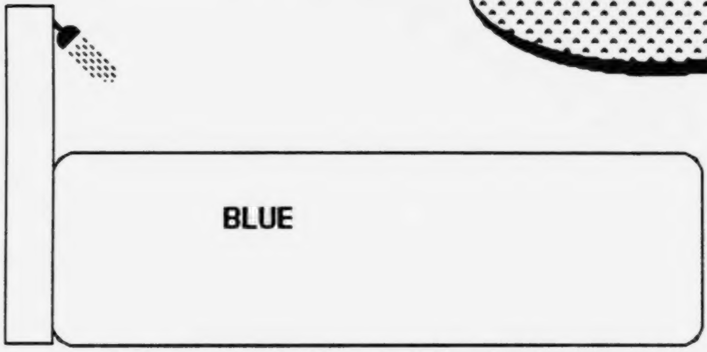
GRAY

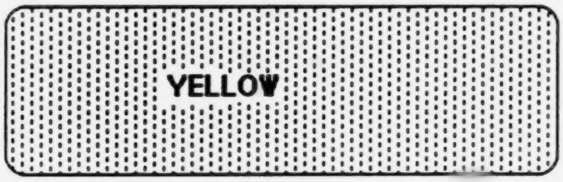


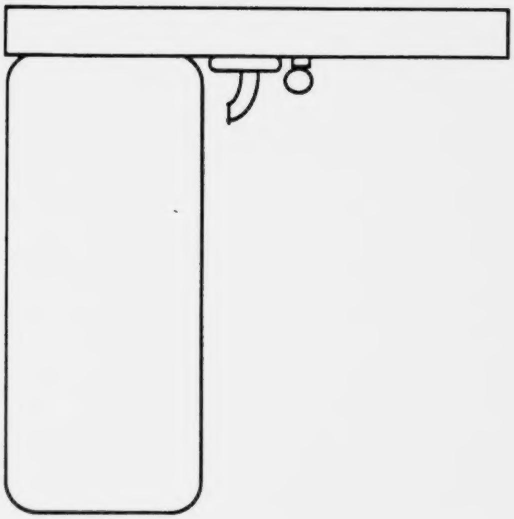
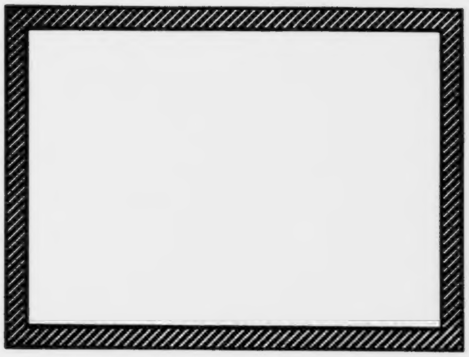
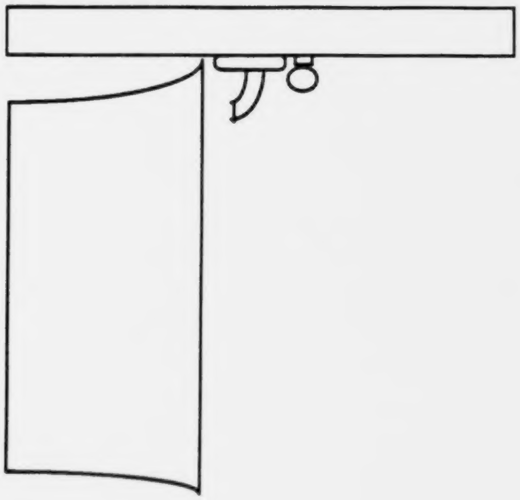
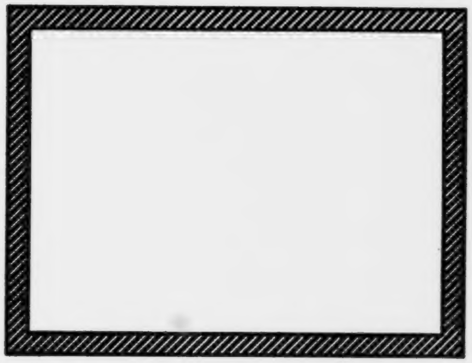
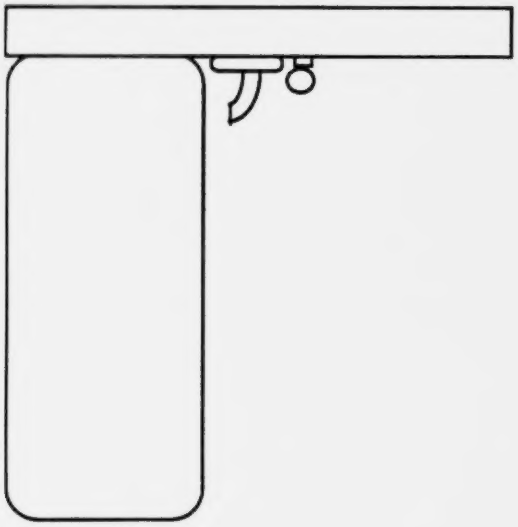

BROWN


GREEN

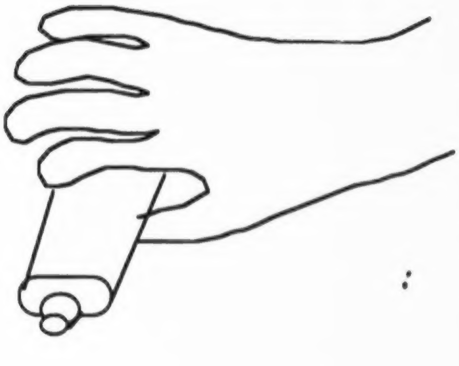

RED

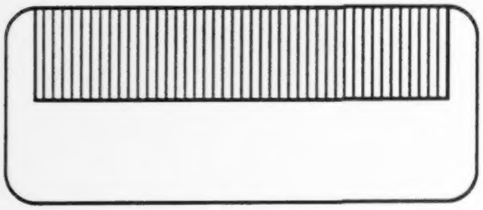

BLUE

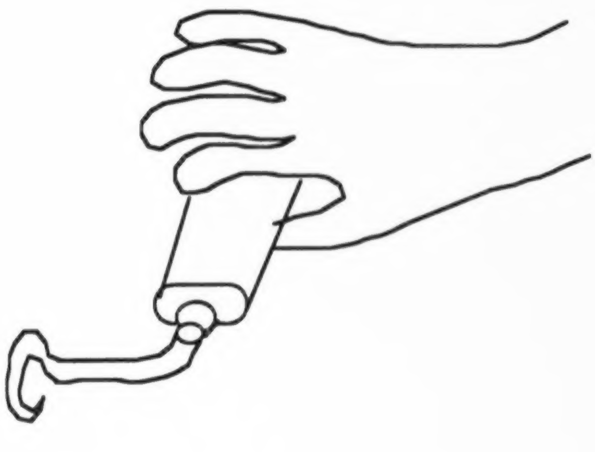

YELLOW

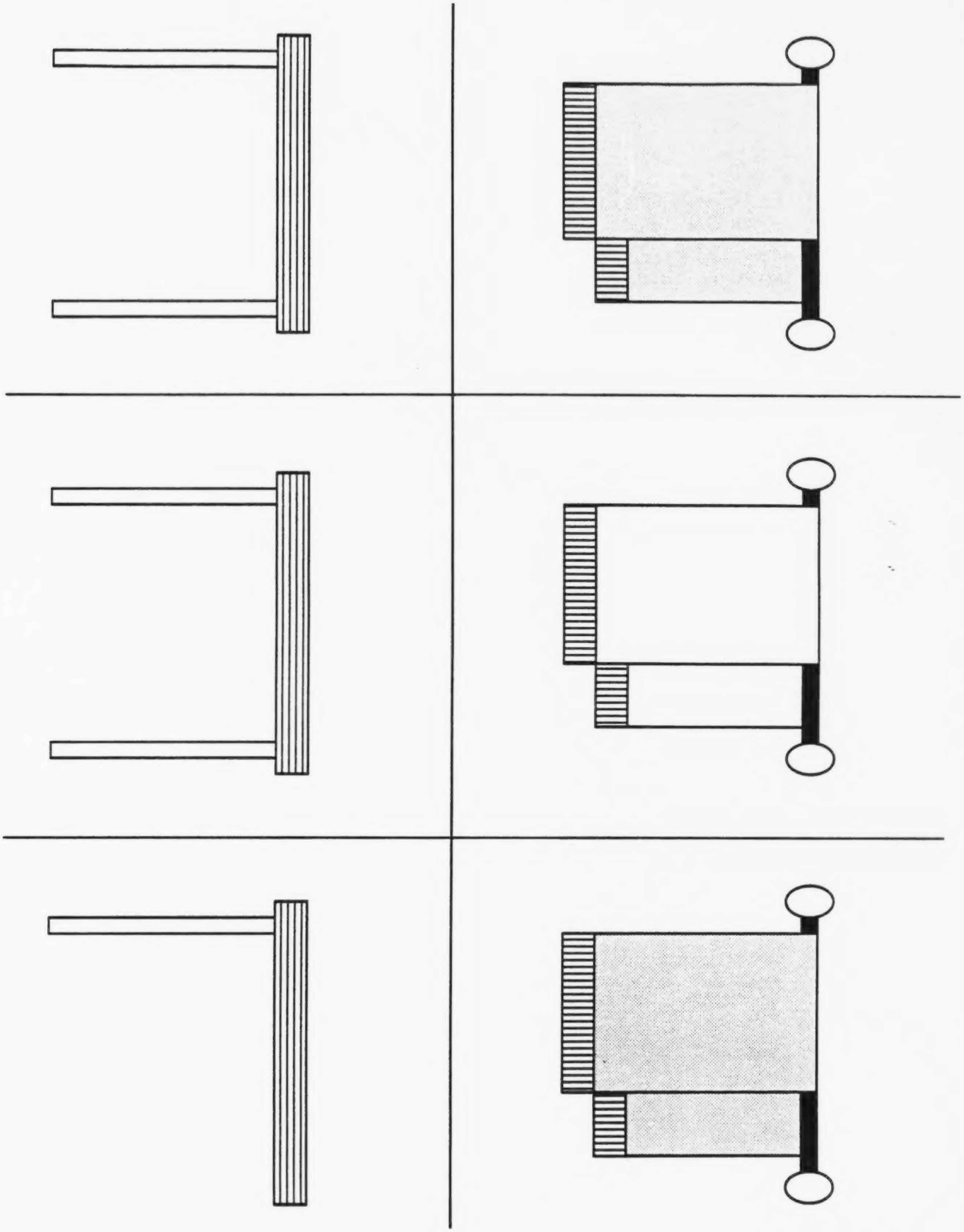






H. 25

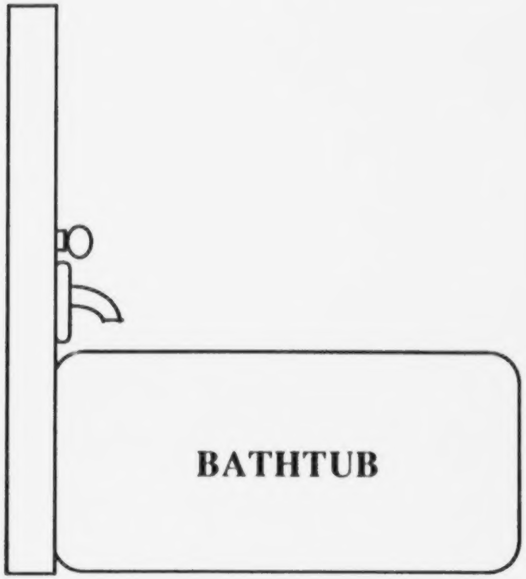




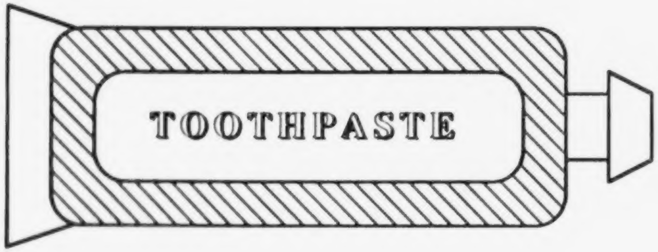


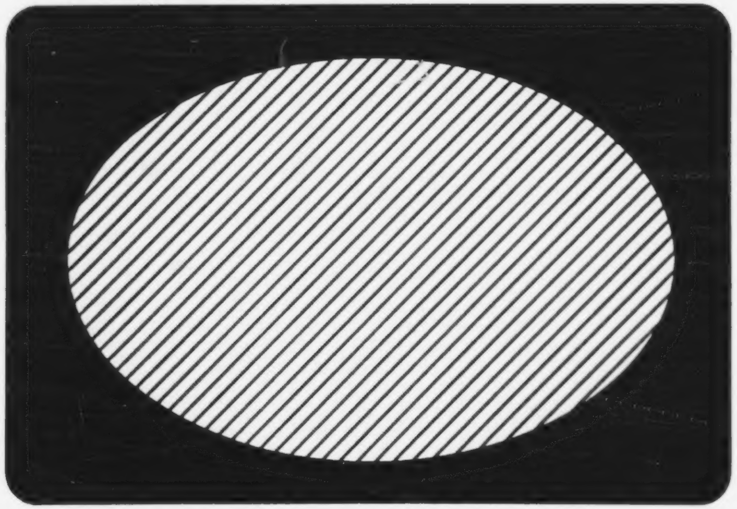


H. 25B



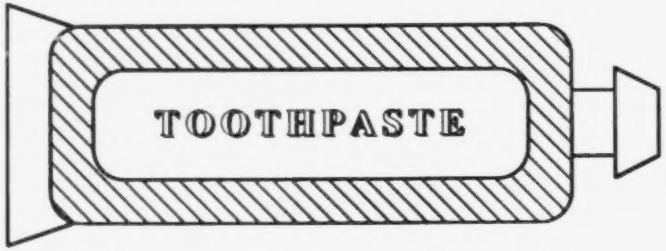
H. 26



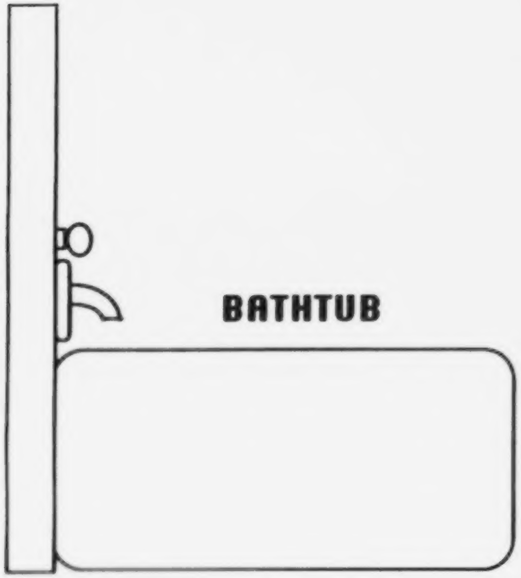


MIRROR

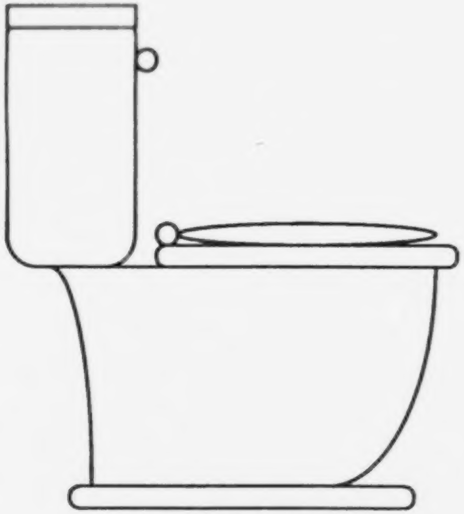
TOOTHBRUSH



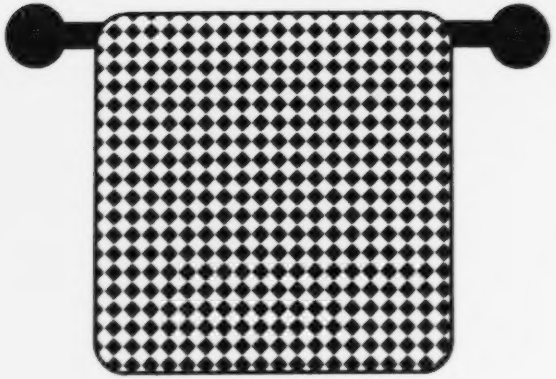
H. 26 A



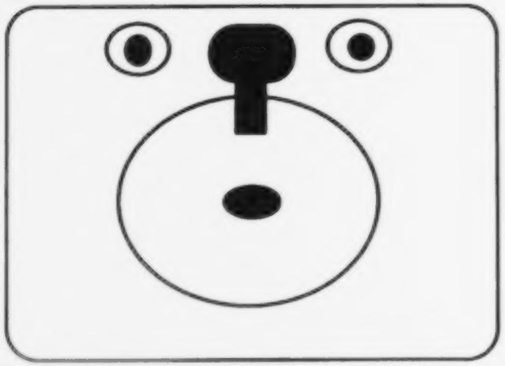
BATHTUB



TOILET



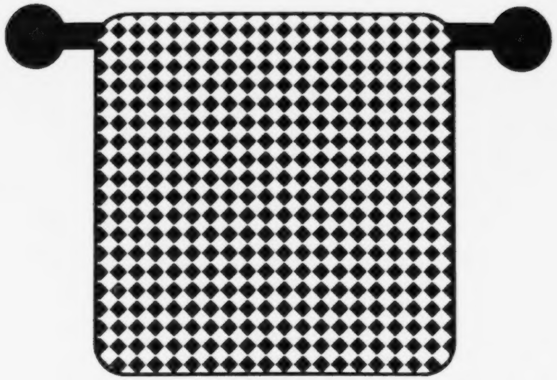
TOWEL



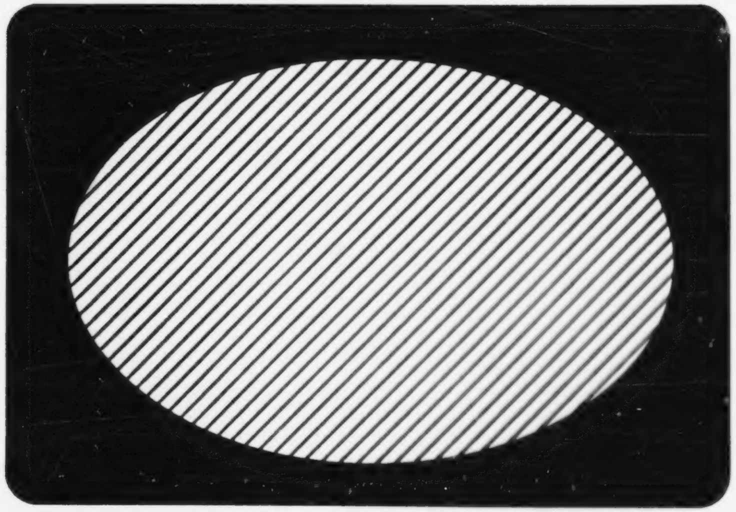
SINK

H. 26B

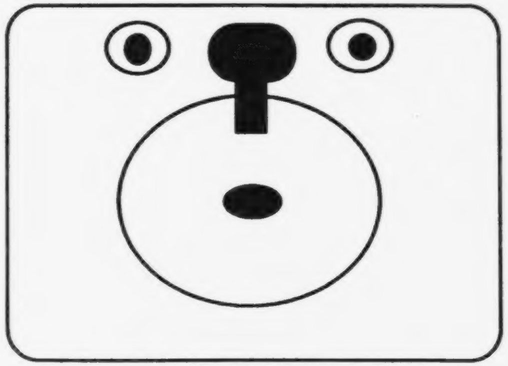
TOOTHBRUSH



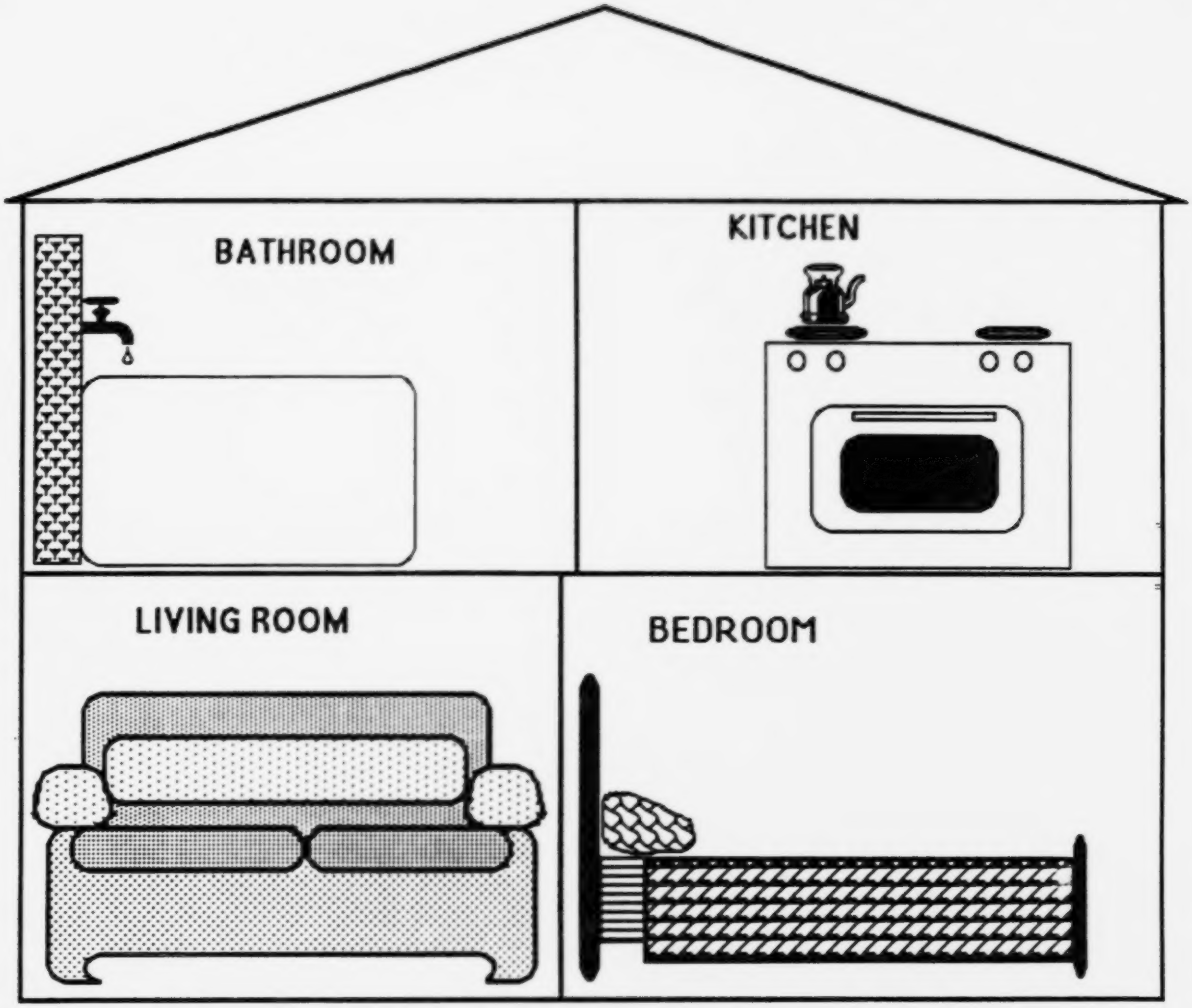
TOWEL

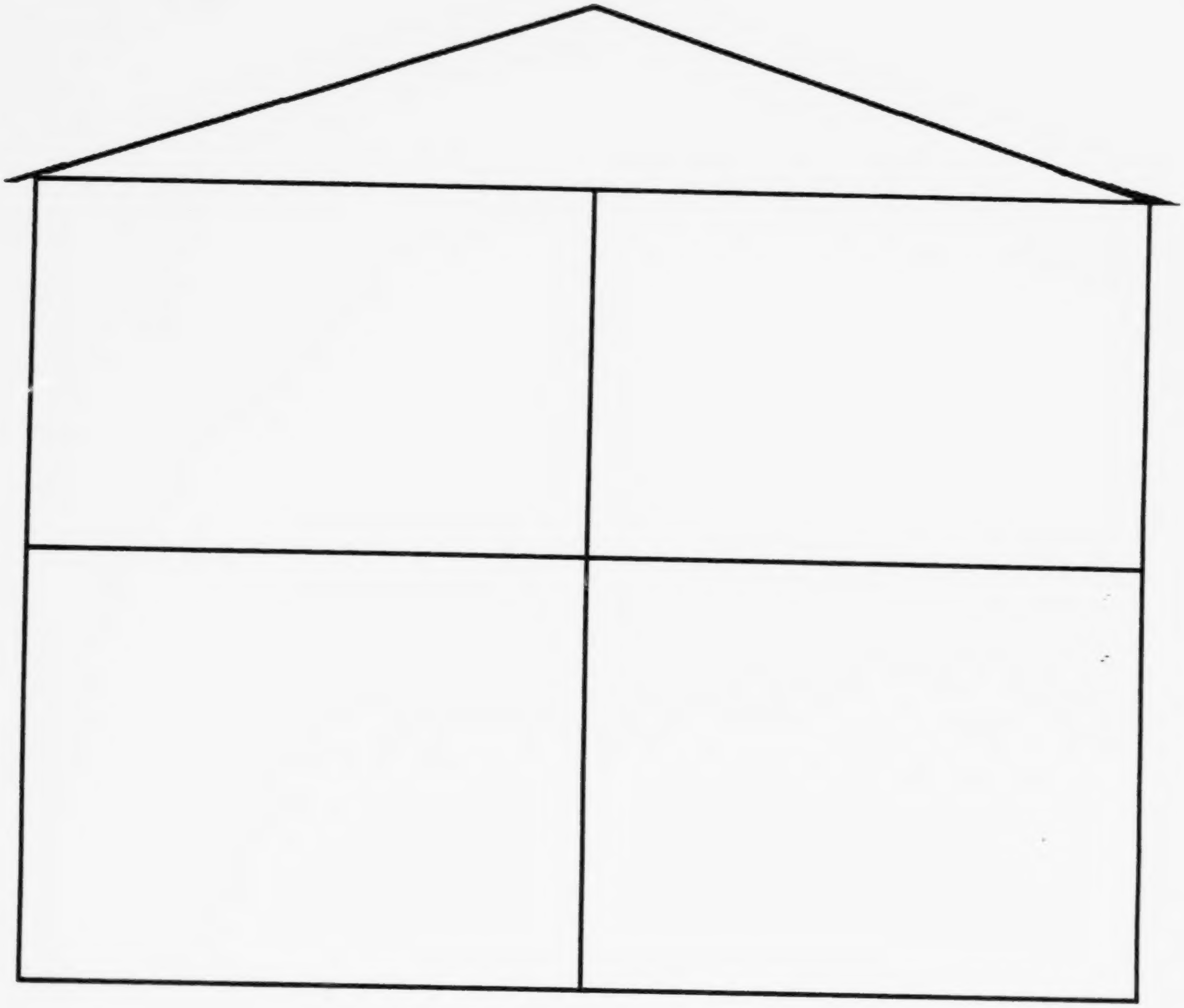


MIRROR



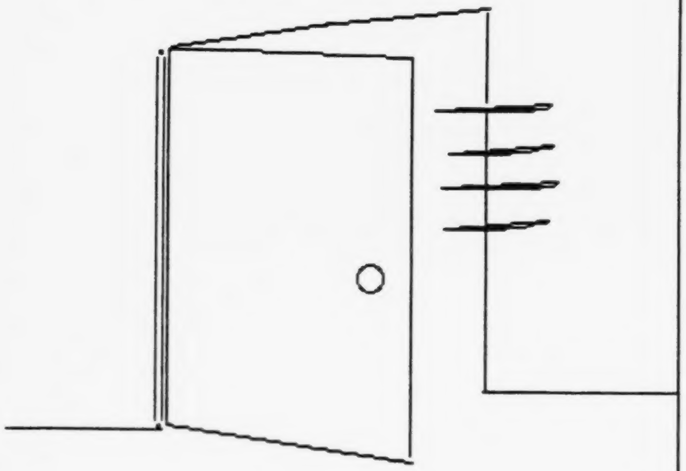
SINK


BATHROOM
KITCHEN
LIVING ROOM
BEDROOM



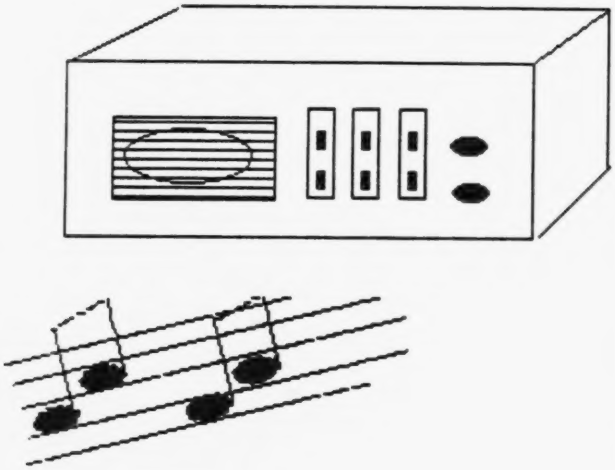
H. 27A

SOUNDS IN THE ENVIRONMENT

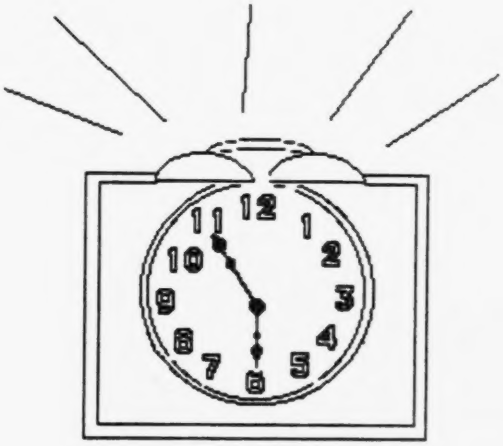


DOOR CLOSING

YAWN



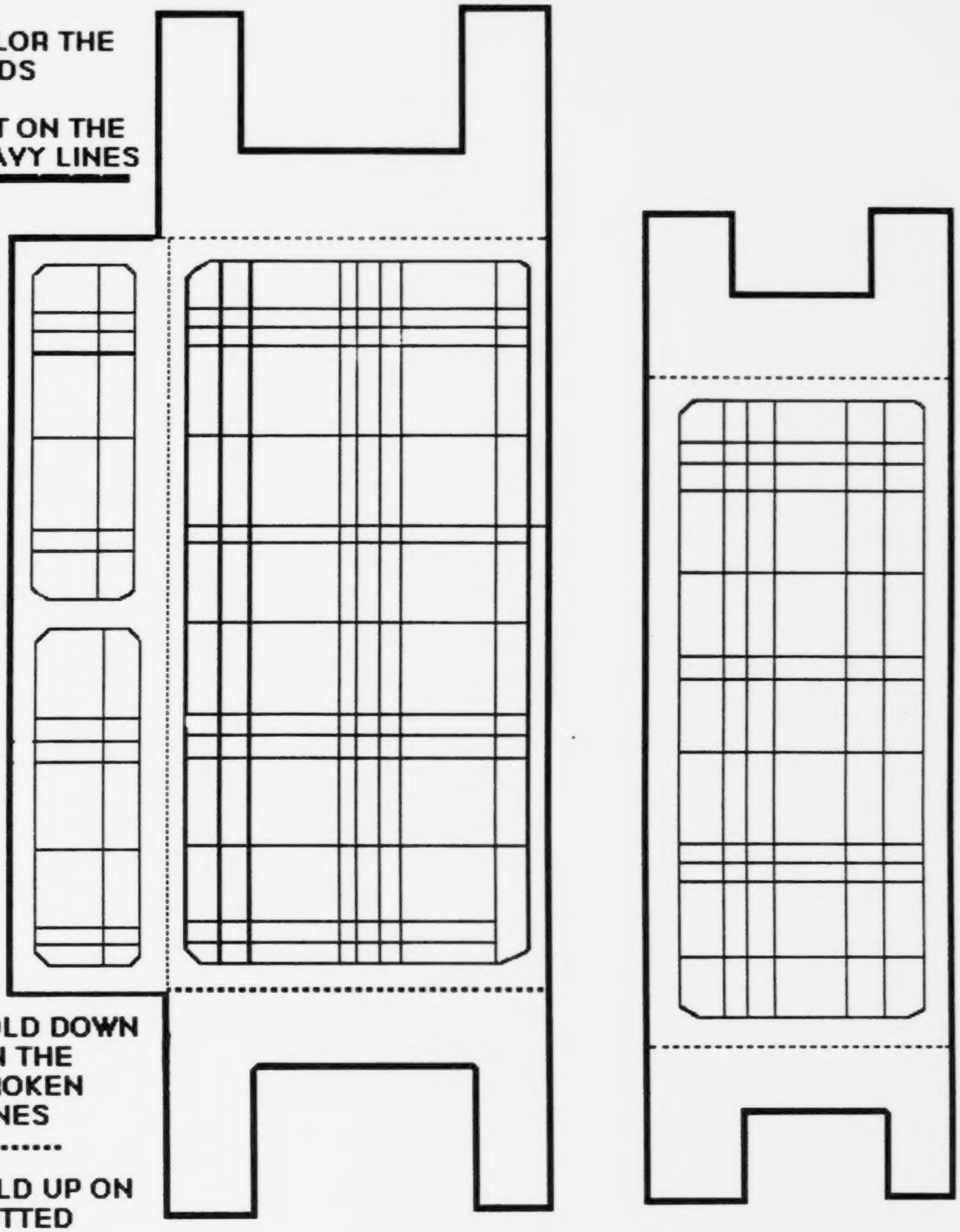
RADIO



CLOCK RINGING

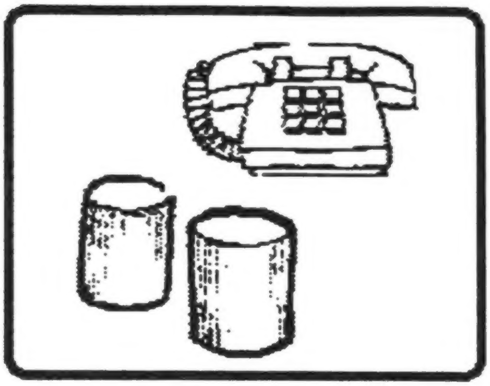
PULL OUT BEDS

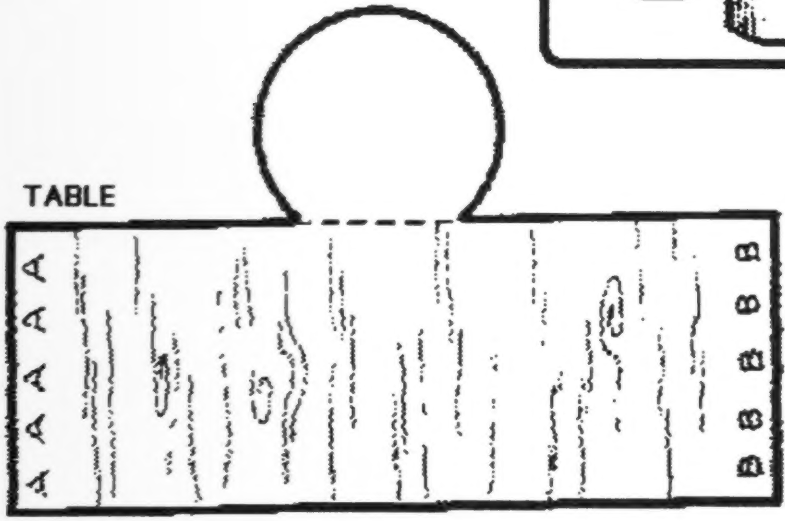
1. COLOR THE BEDS
2. CUT ON THE HEAVY LINES

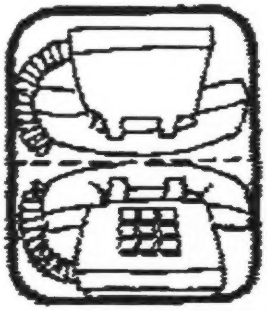


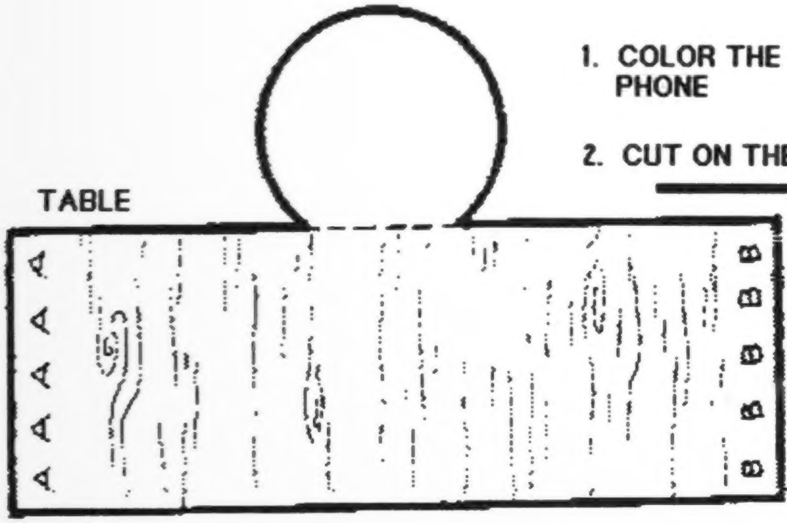
3. FOLD DOWN ON THE BROKEN LINES
4. FOLD UP ON DOTTED LINES

TWO BEDSIDE TABLES AND A TELEPHONE









1. COLOR THE TABLES AND THE PHONE

2. CUT ON THE HEAVY LINES

3. ROLL THE BASES OF THE TABLES AND PASTE THE A'S OVER THE B'S

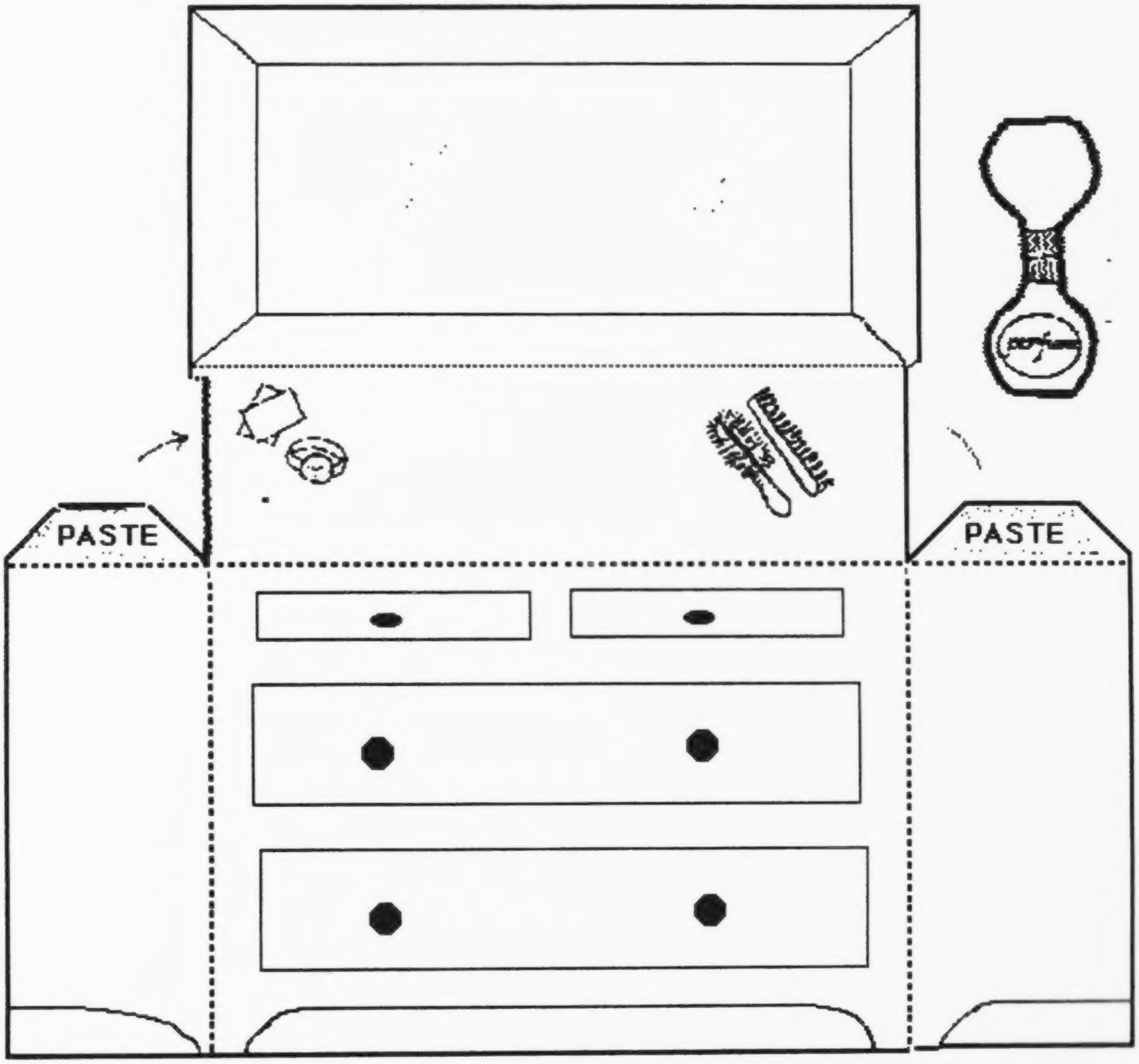
4. FOLD ON THE BROKEN LINES

✂

H. 29A

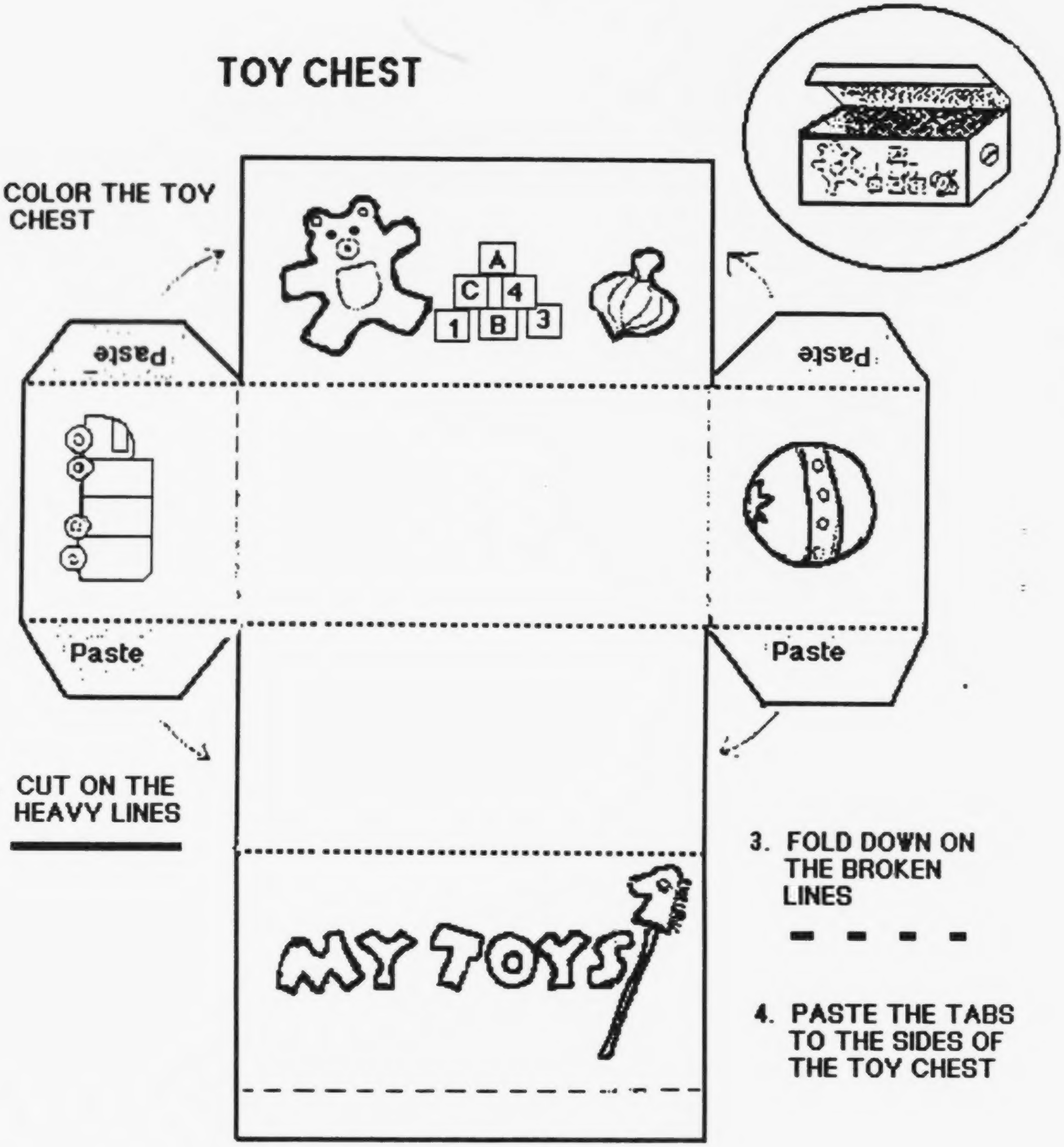
DRESSER

1. COLOR THE DRESSER
2. CUT ON THE HEAVY LINES
3. FOLD DOWN ON THE BROKEN LINES
4. FOLD UP ON THE DOTTED LINE
5. PASTE THE TWO TABS UNDER



TOY CHEST

1. COLOR THE TOY CHEST



2. CUT ON THE HEAVY LINES

━━━━━━

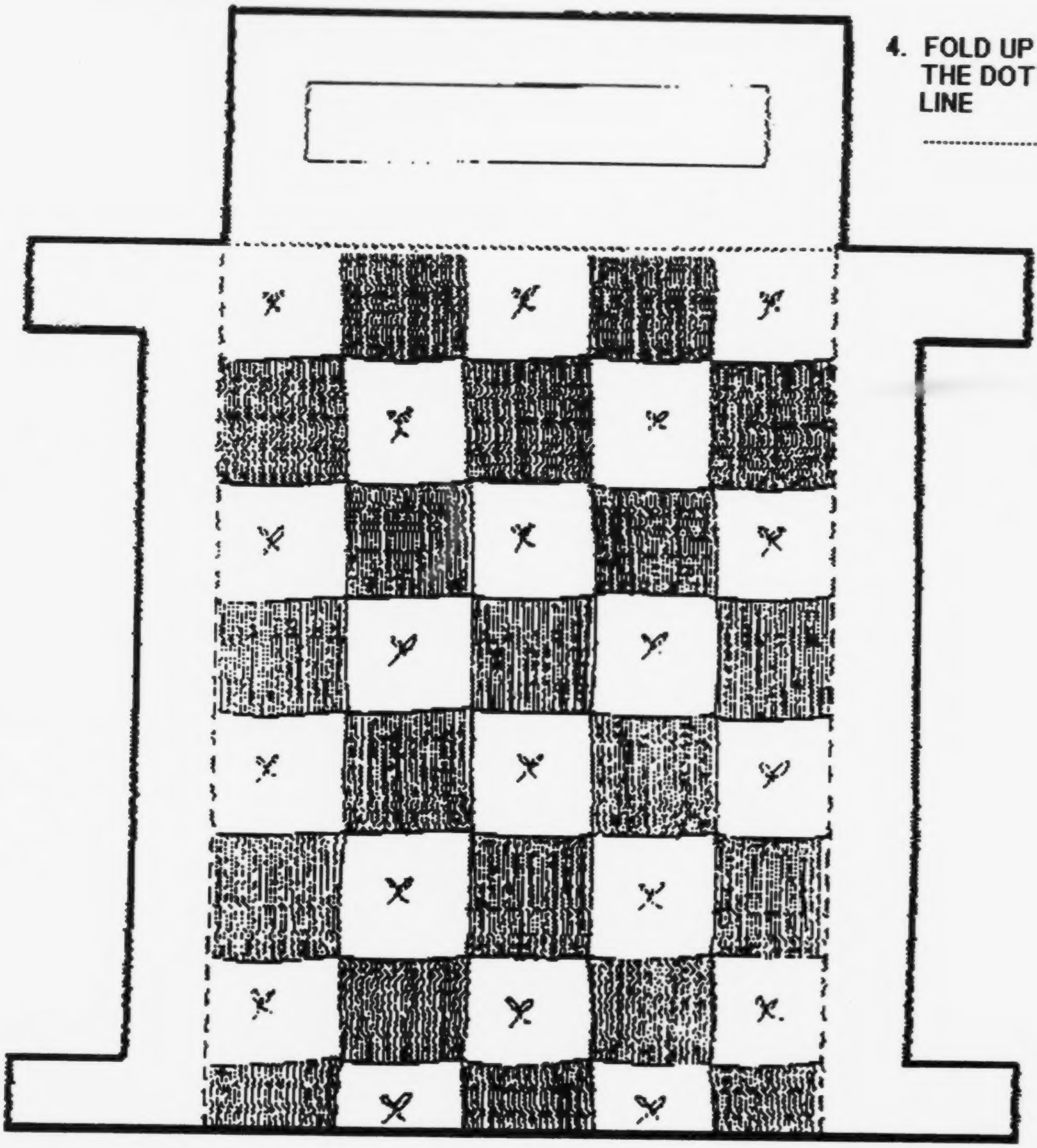
3. FOLD DOWN ON THE BROKEN LINES

▬ ▬ ▬ ▬

4. PASTE THE TABS TO THE SIDES OF THE TOY CHEST

DOUBLE BED

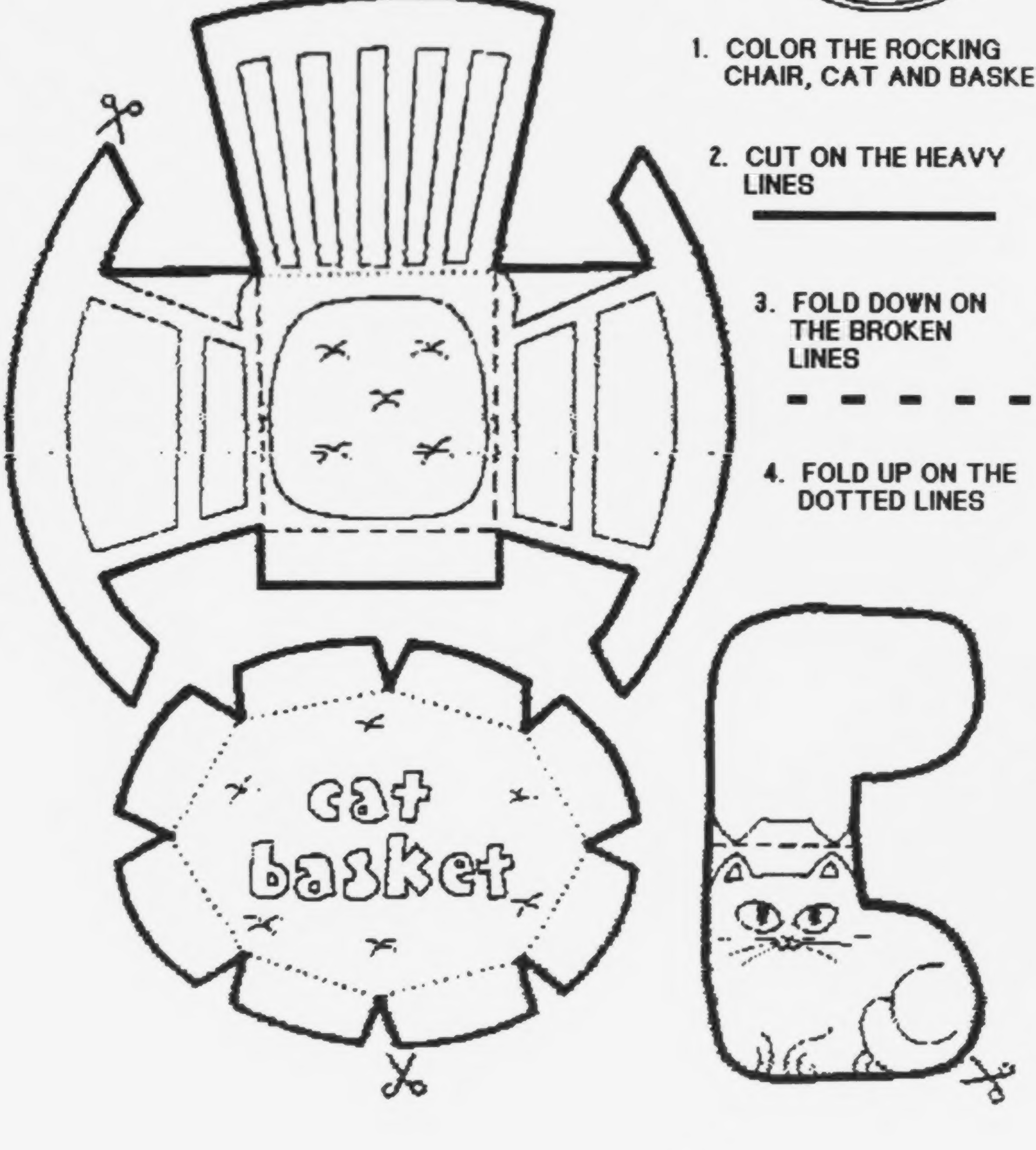
1. COLOR THE BED
2. CUT ON THE HEAVY LINES

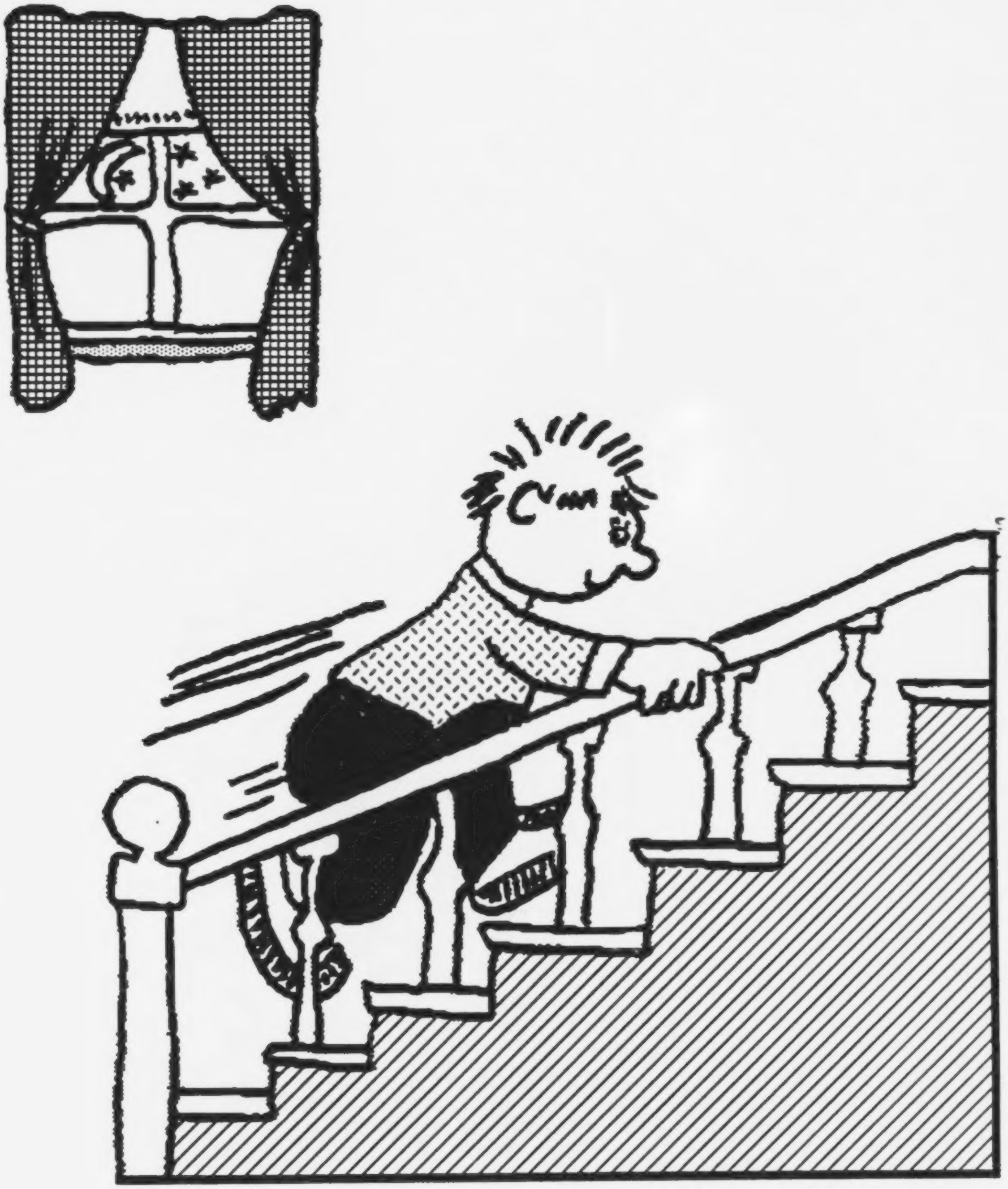


4. FOLD UP ON THE DOTTED LINE

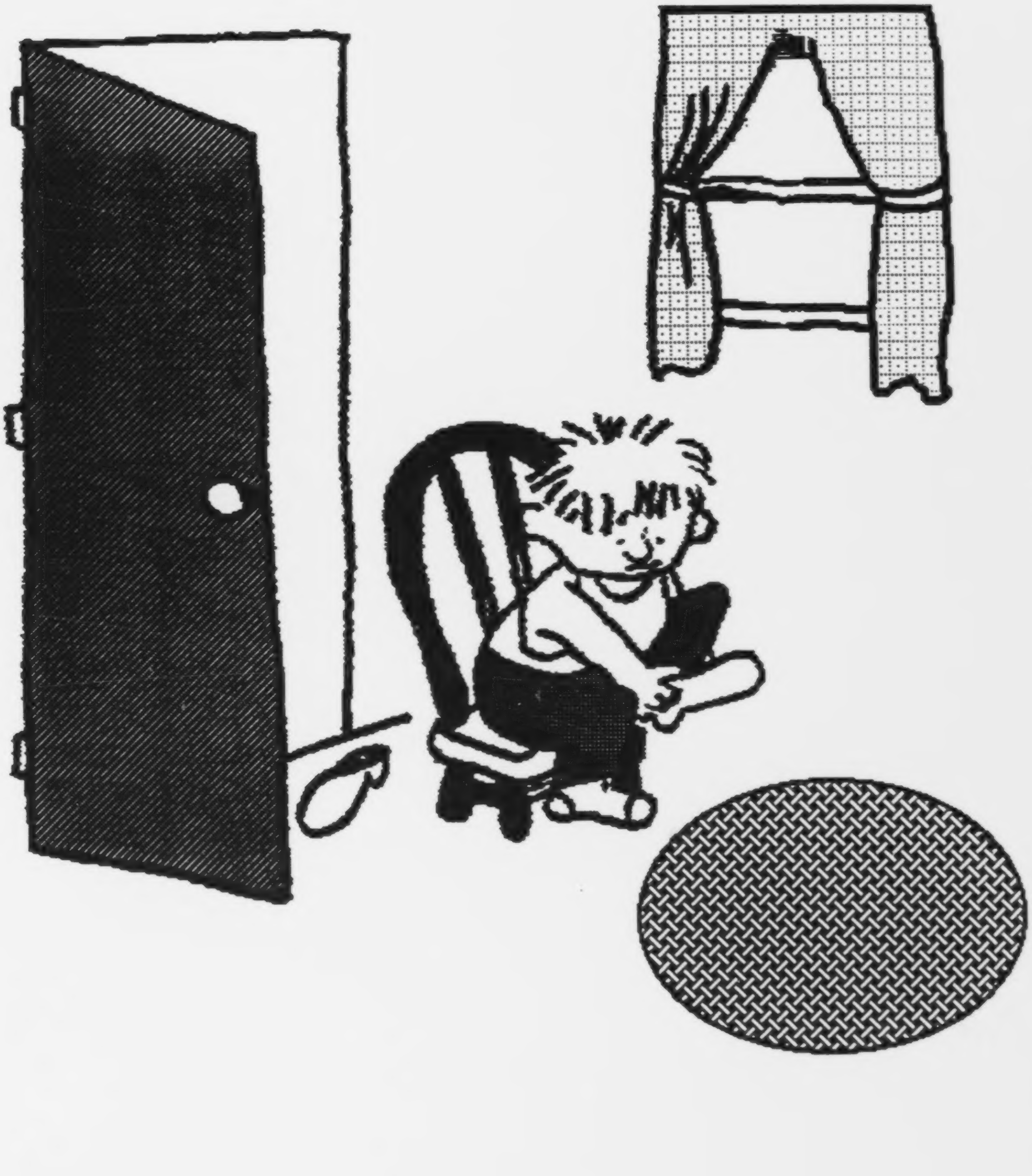
MY CAT AND ROCKING CHAIR

1. COLOR THE ROCKING CHAIR, CAT AND BASKET.
2. CUT ON THE HEAVY LINES
3. FOLD DOWN ON THE BROKEN LINES
4. FOLD UP ON THE DOTTED LINES

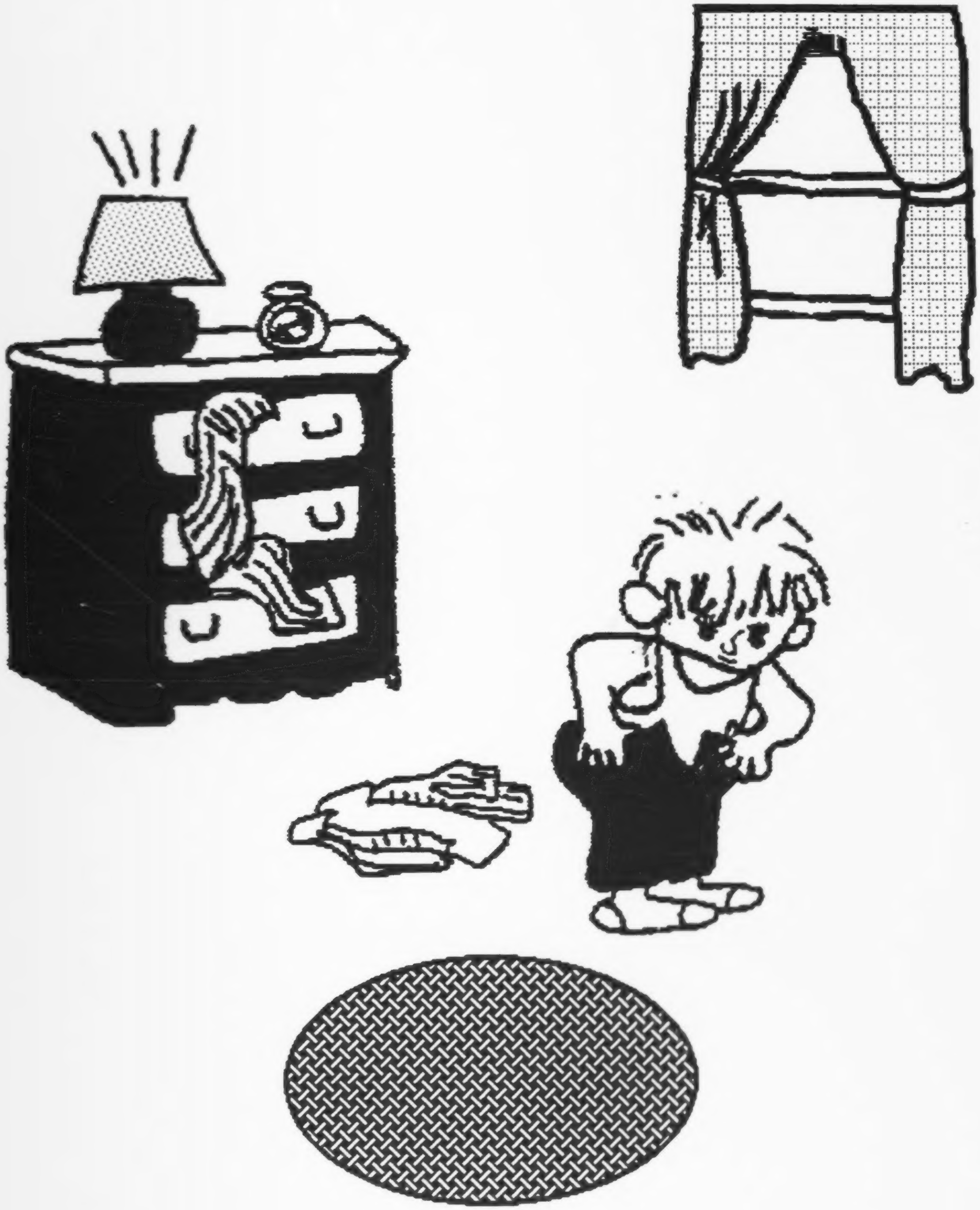




H. 30

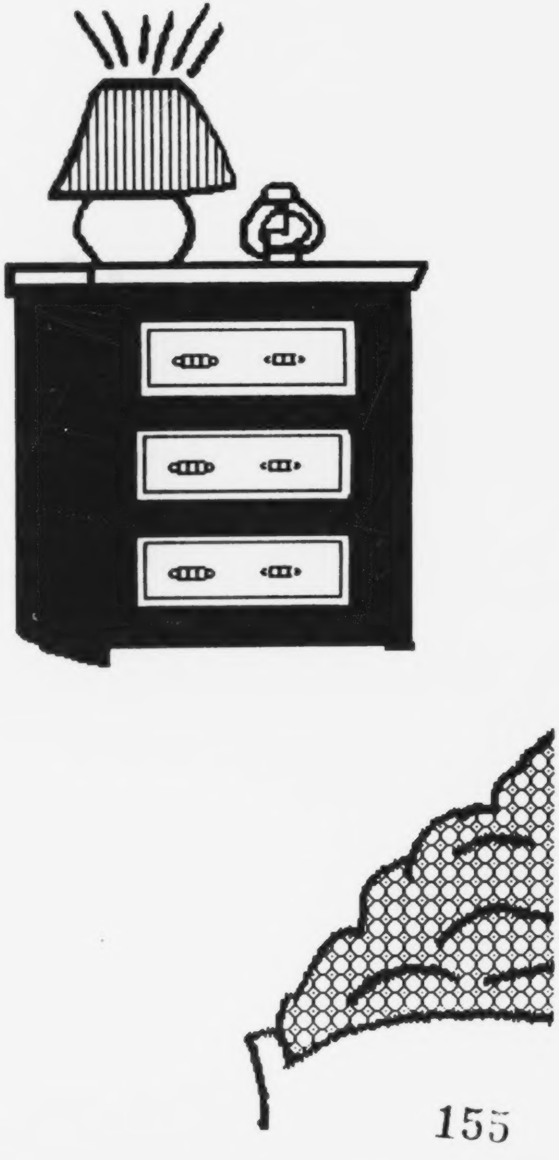


H. 30 A



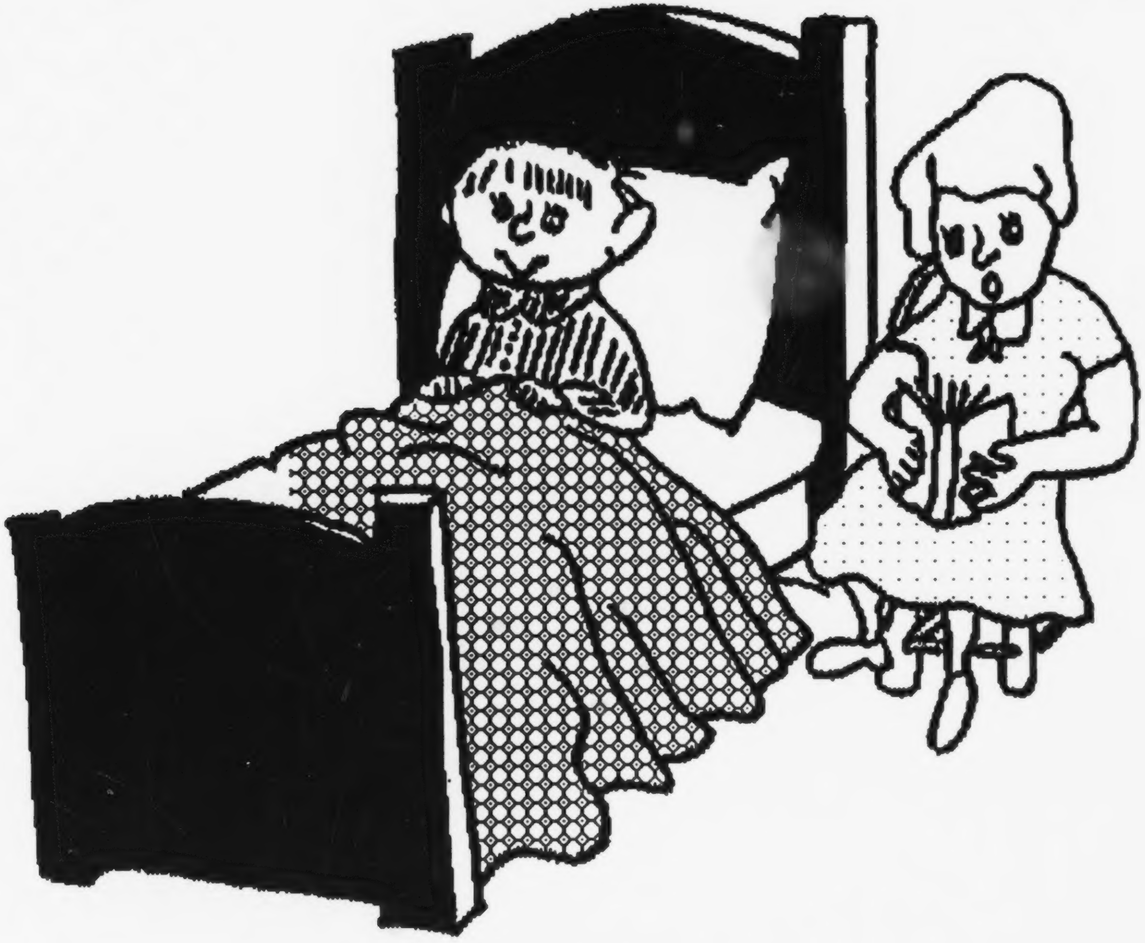
H.30B

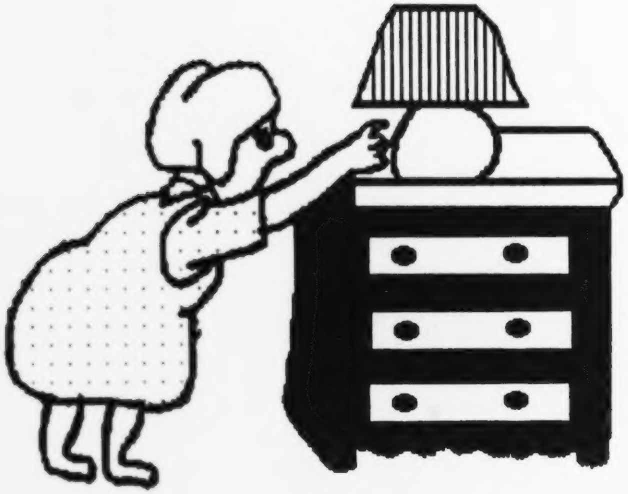
H. 30C



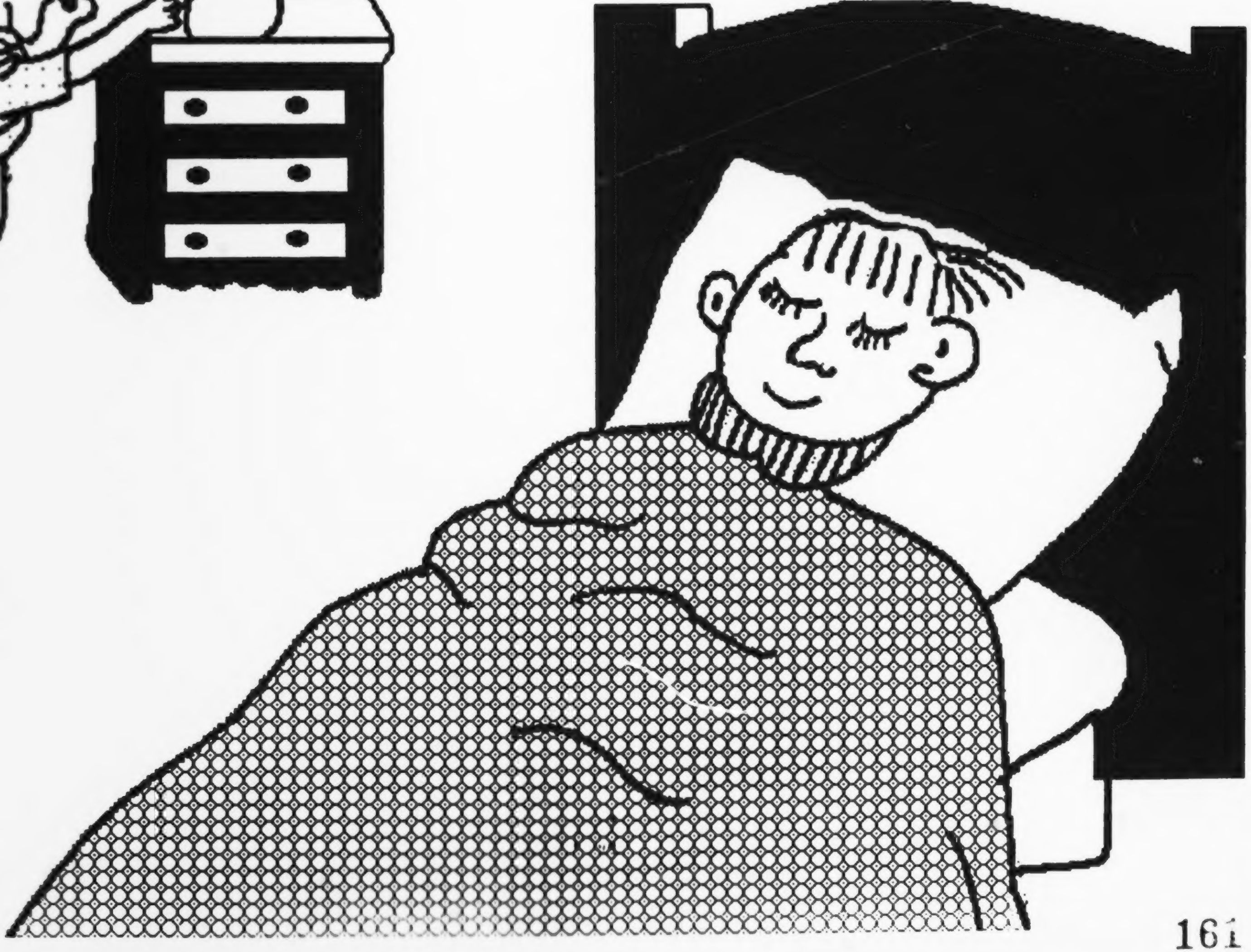
H. 30D

H. 30E

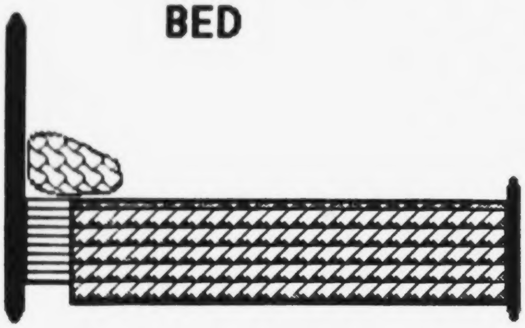


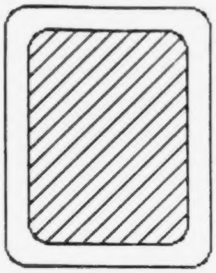


H. 30F



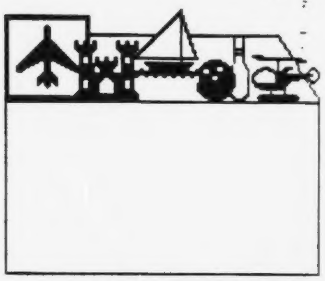
BED



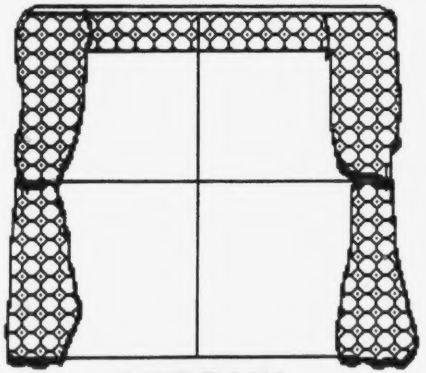


MIRROR

DRESSER

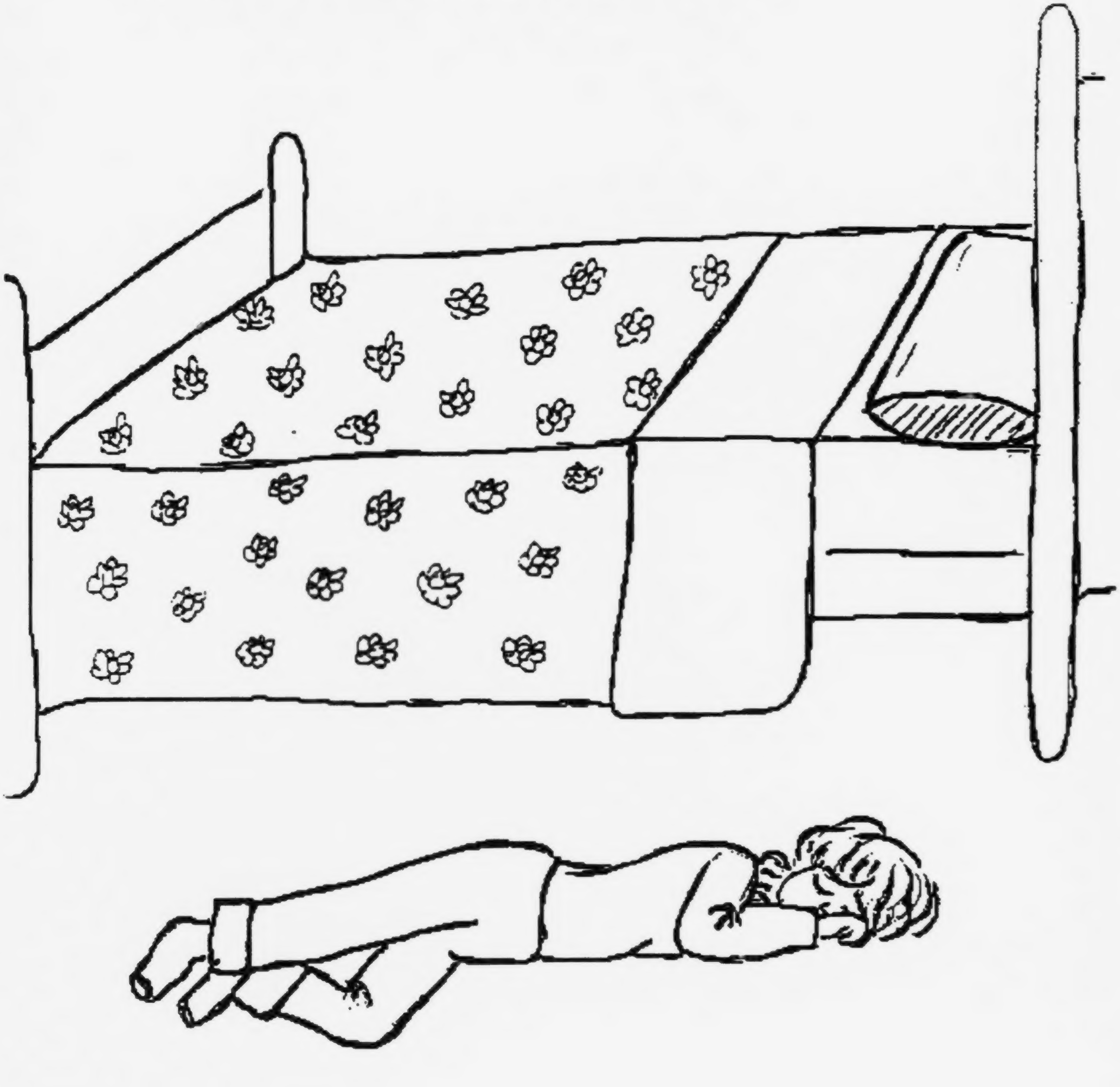


TOY CHEST

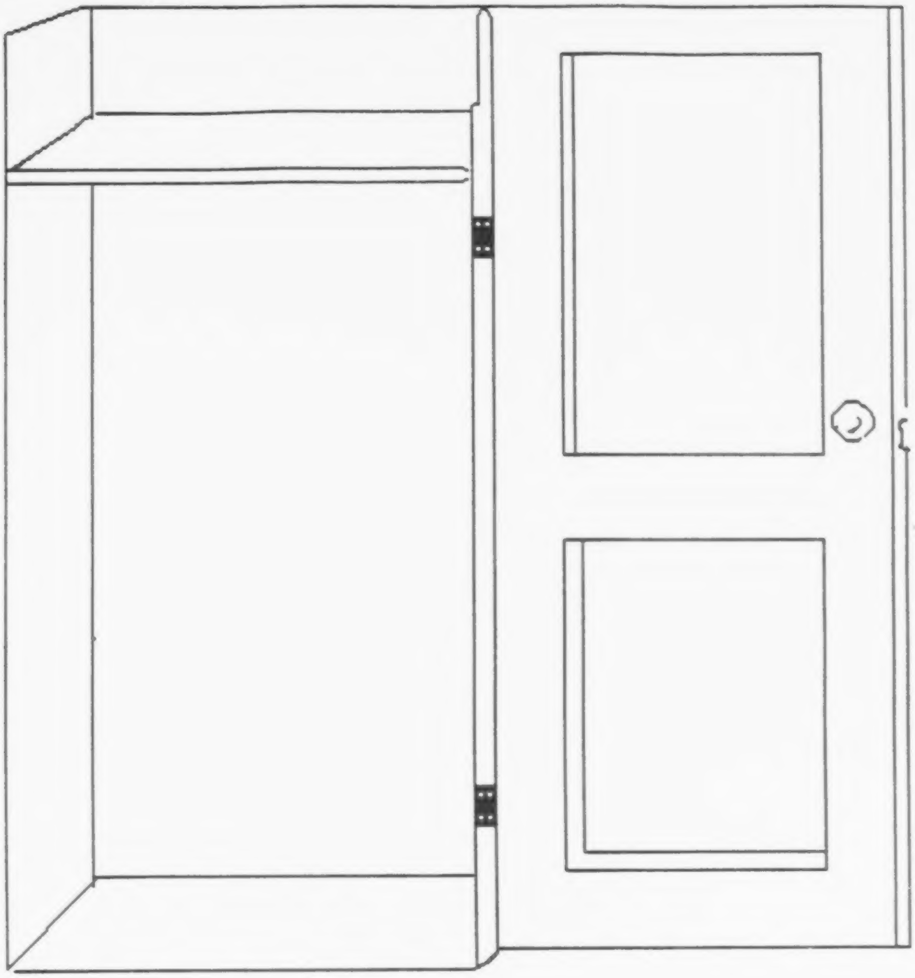


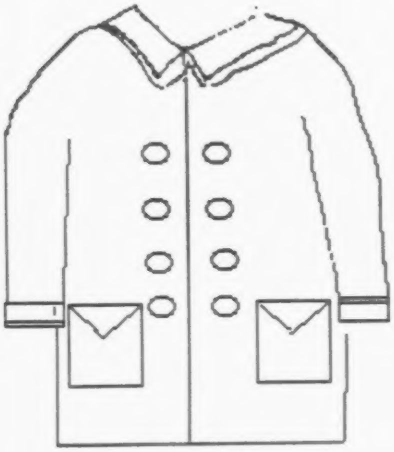
CURTAIN

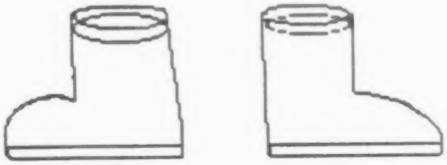
THE BOY IS SLEEPING IN THE BED



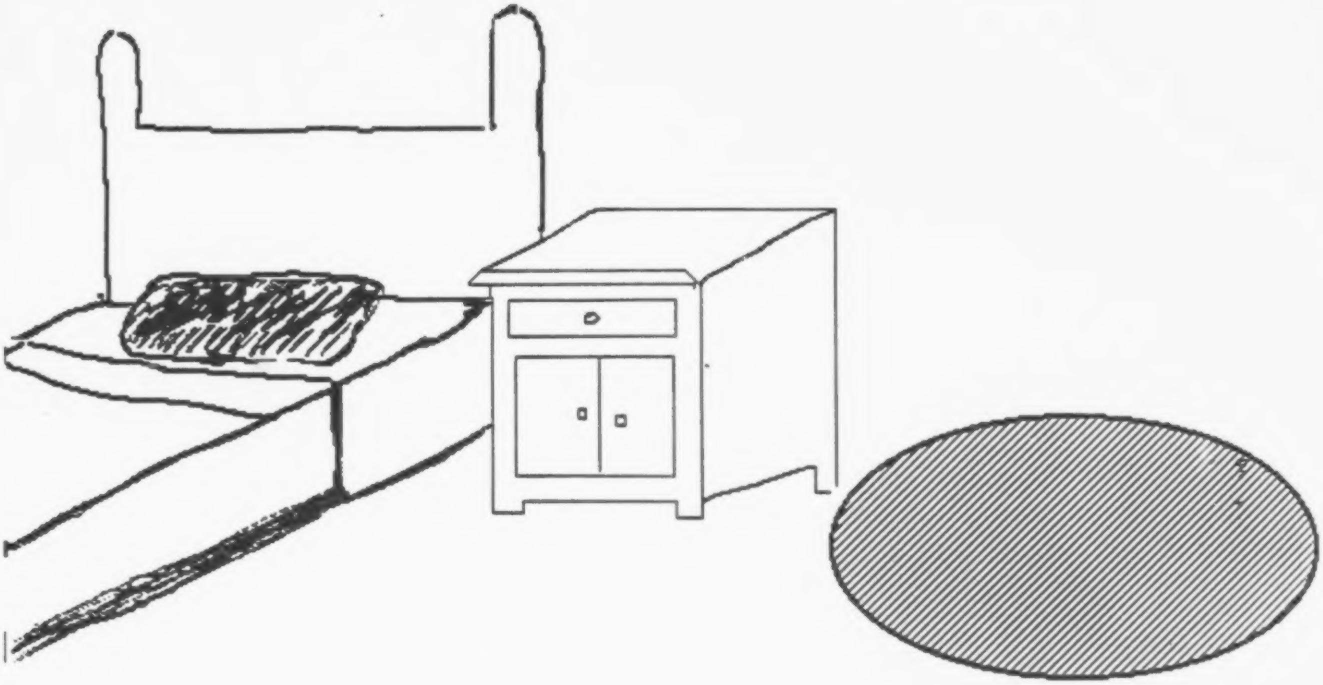
THE JACKET IS IN THE CLOSET

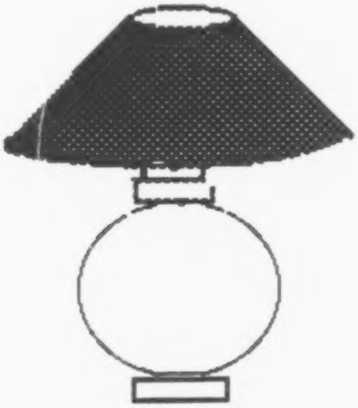






THE LAMP IS ON THE TABLE





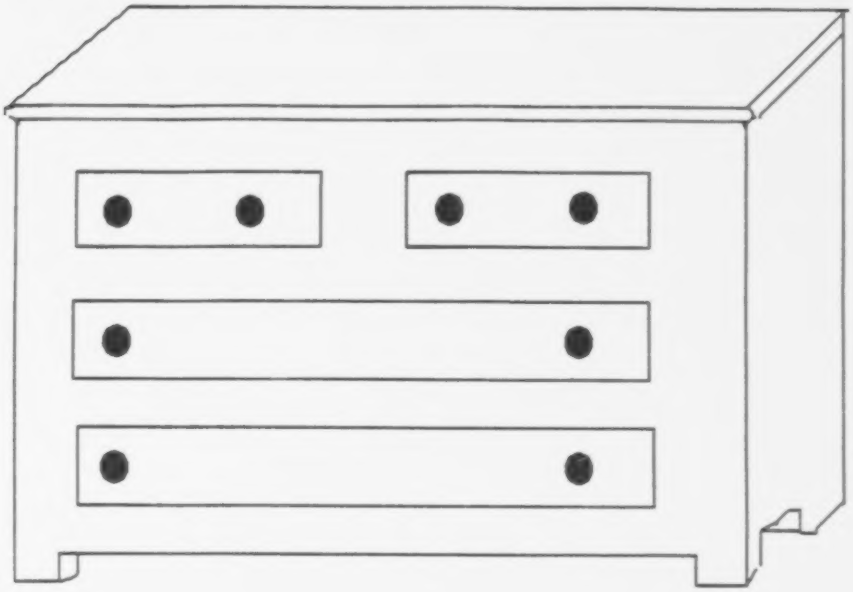
I

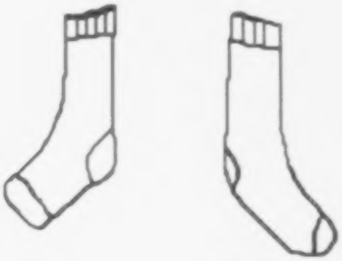
H. 32B

My shirt goes in the dresser.

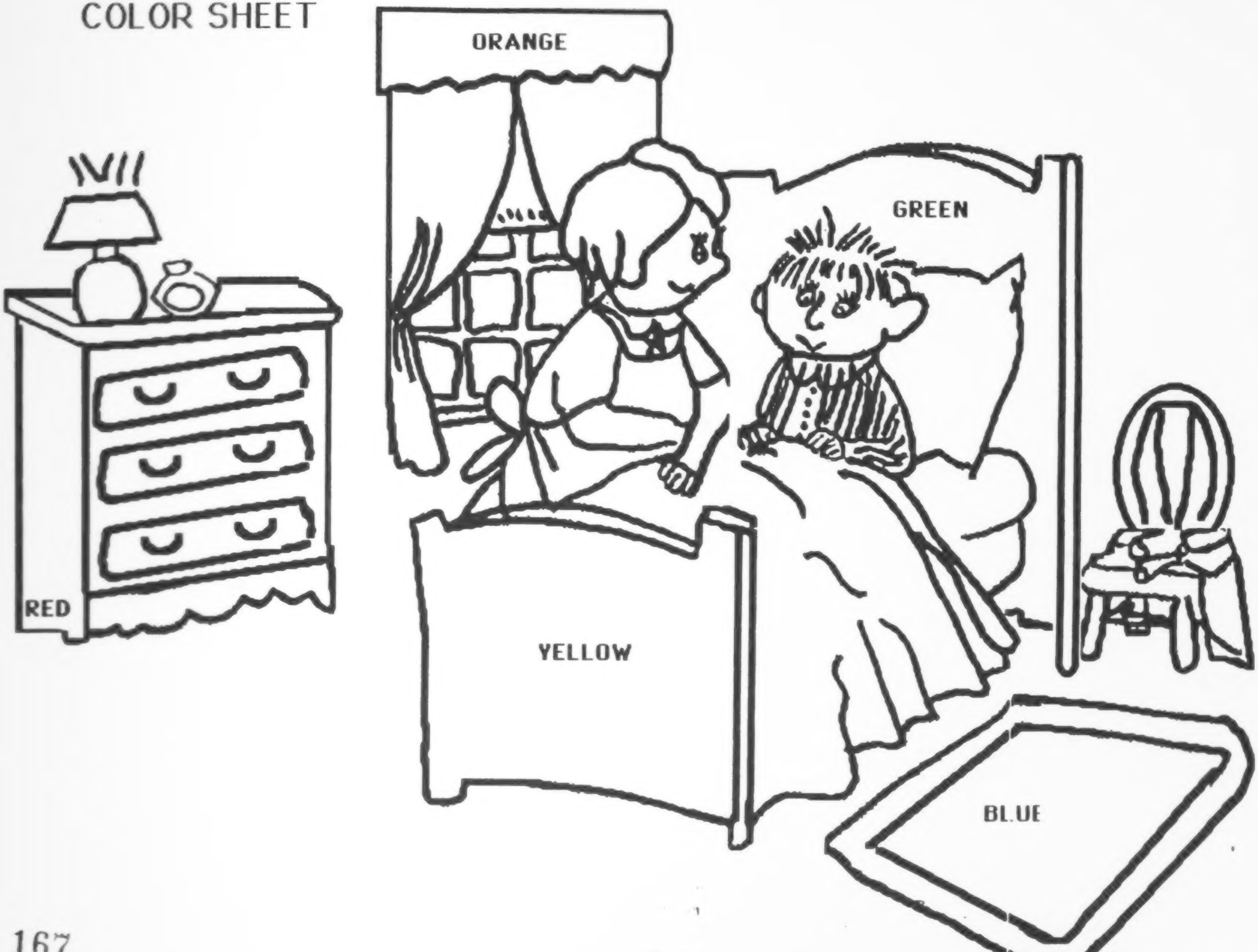
My socks go in the drawer.

My socks go in the dresser.

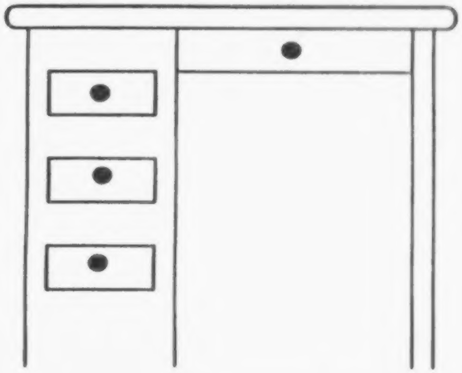


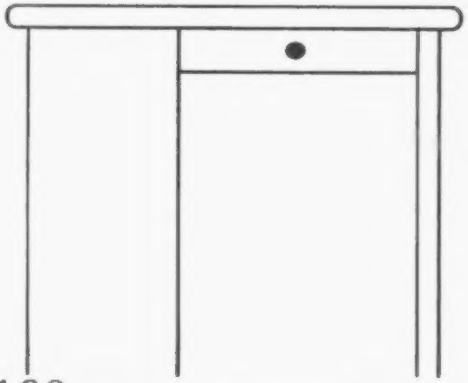


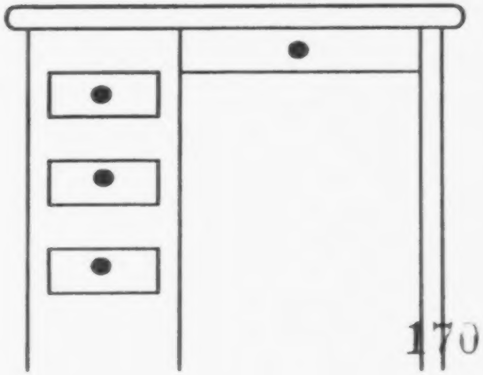
COLOR SHEET

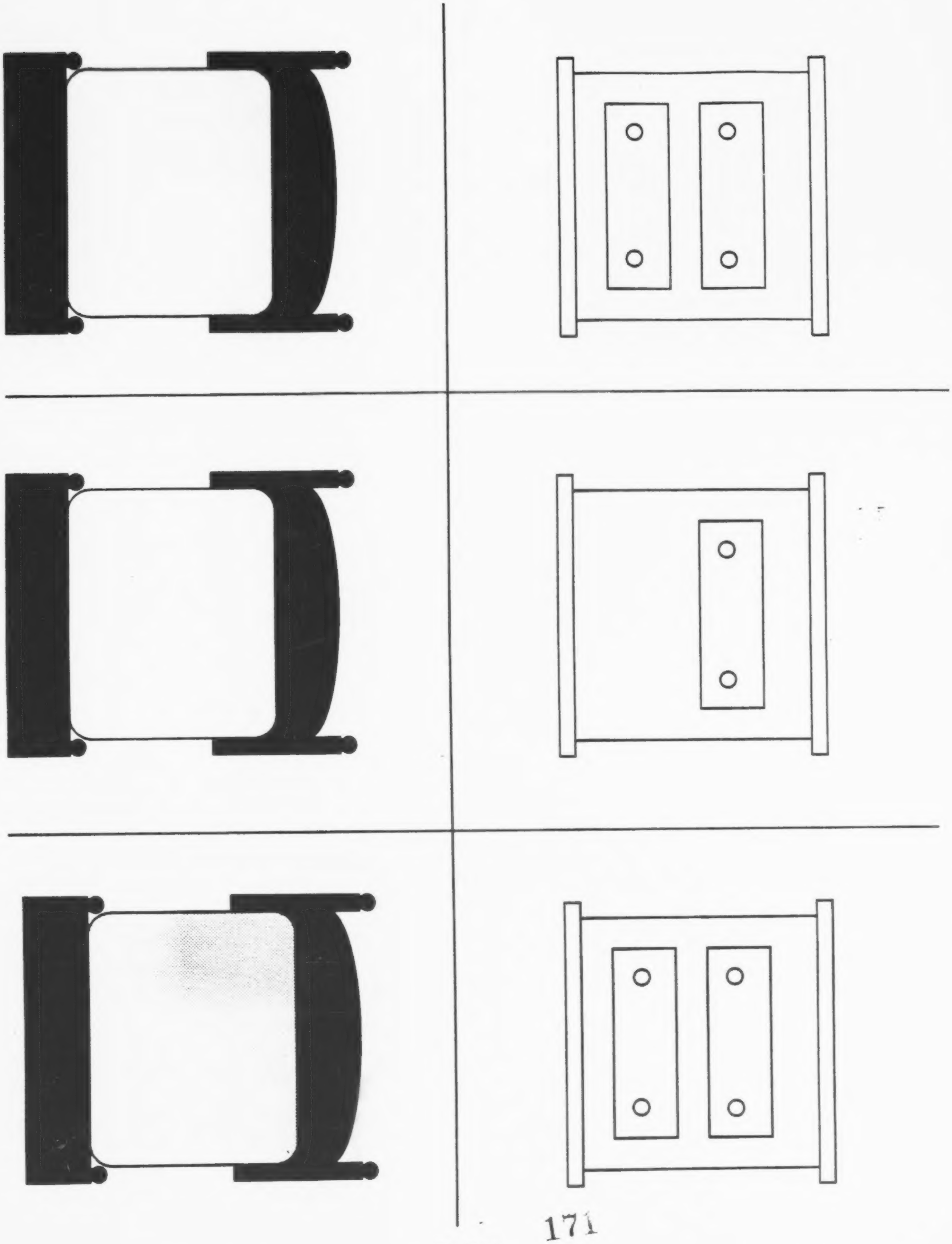


H. 34



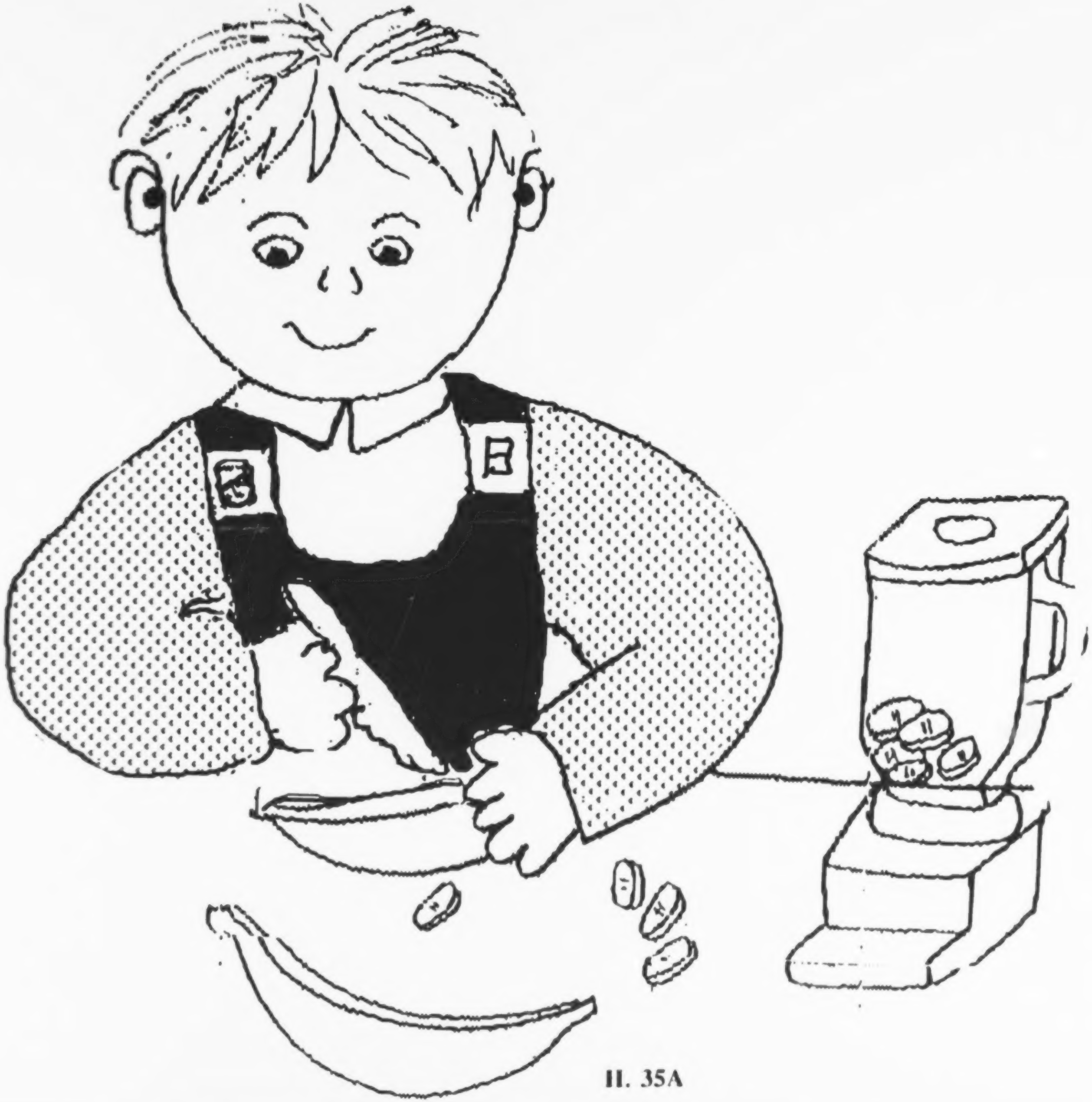




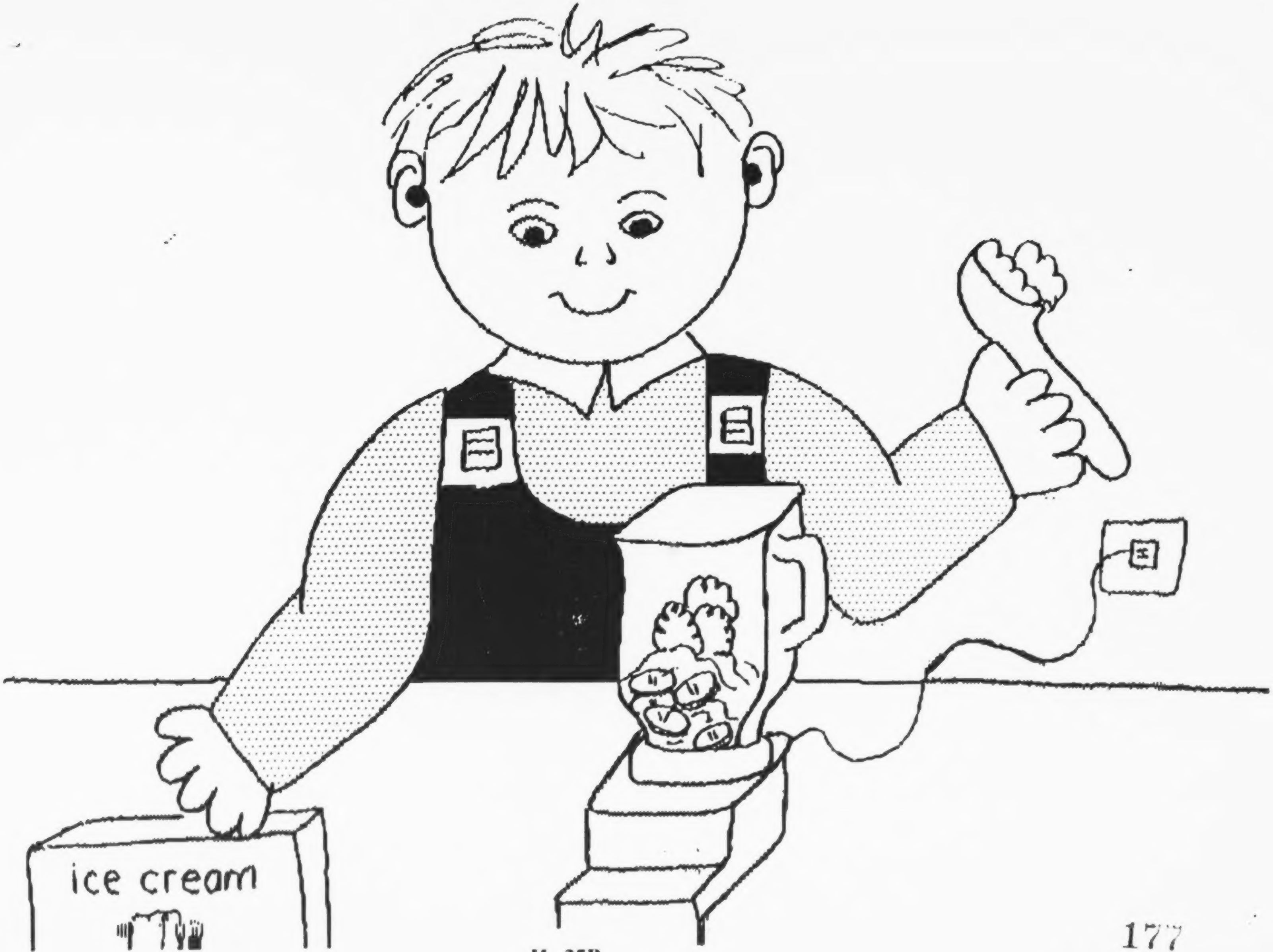


H. 34A

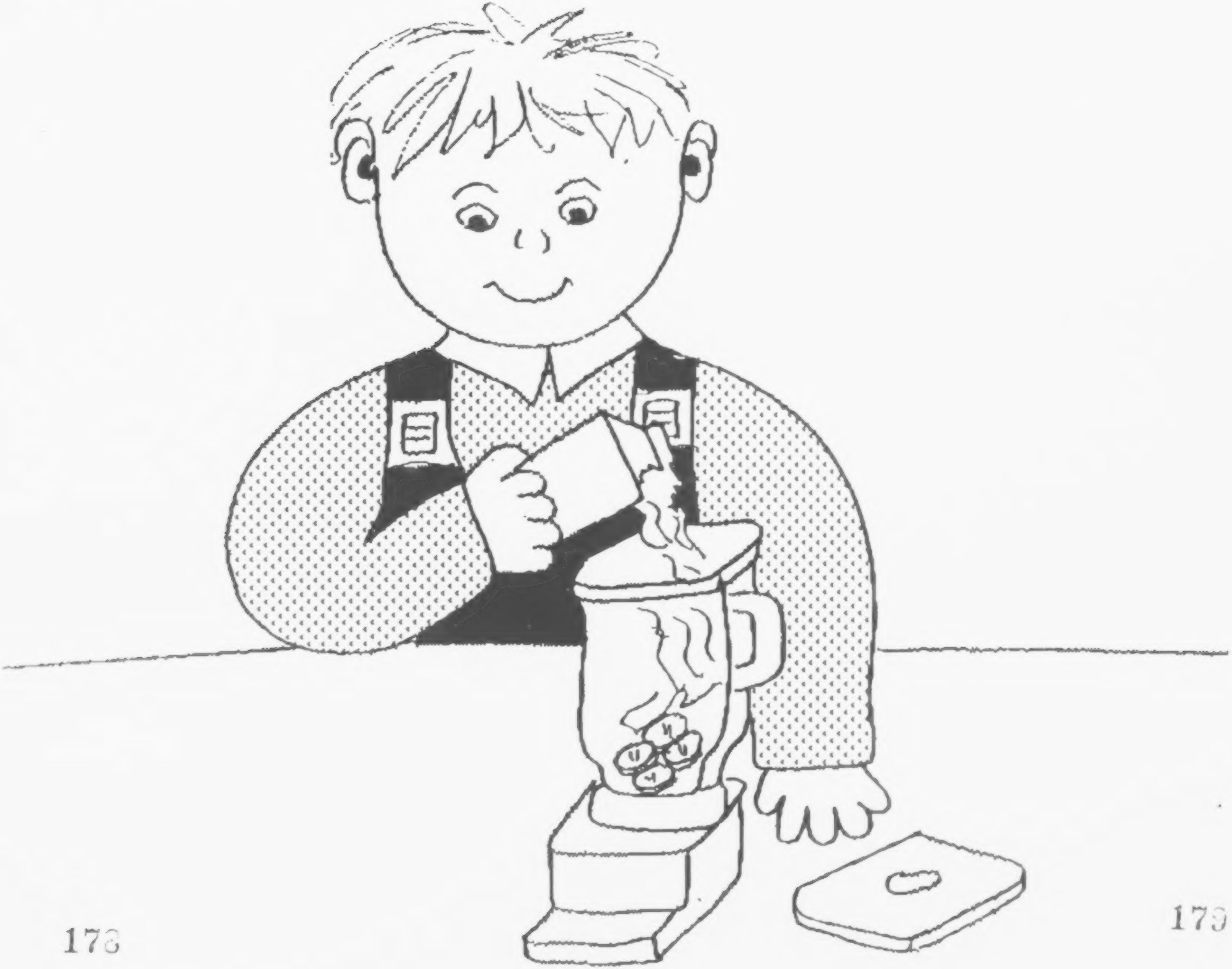
Il. 35



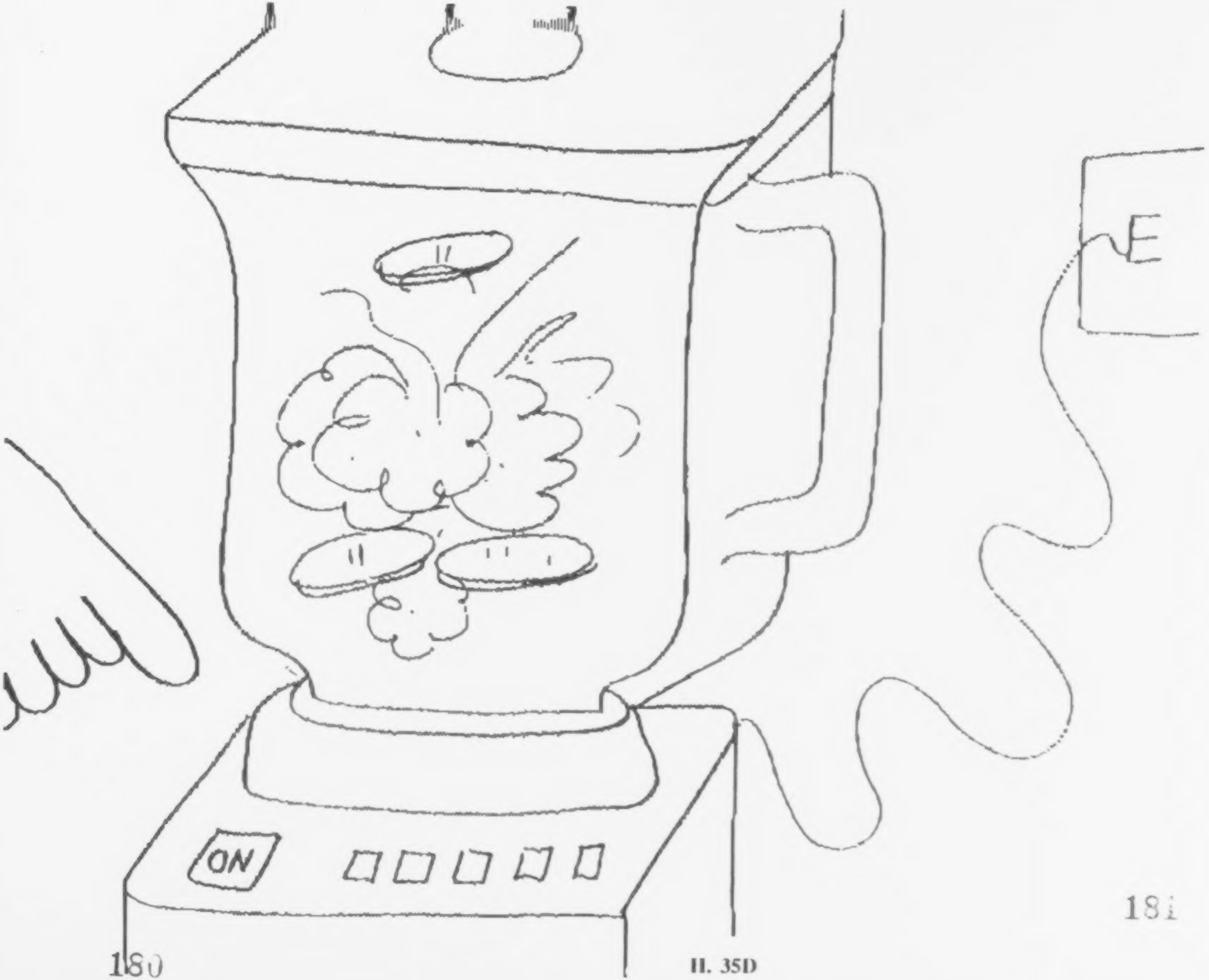
II. 35A



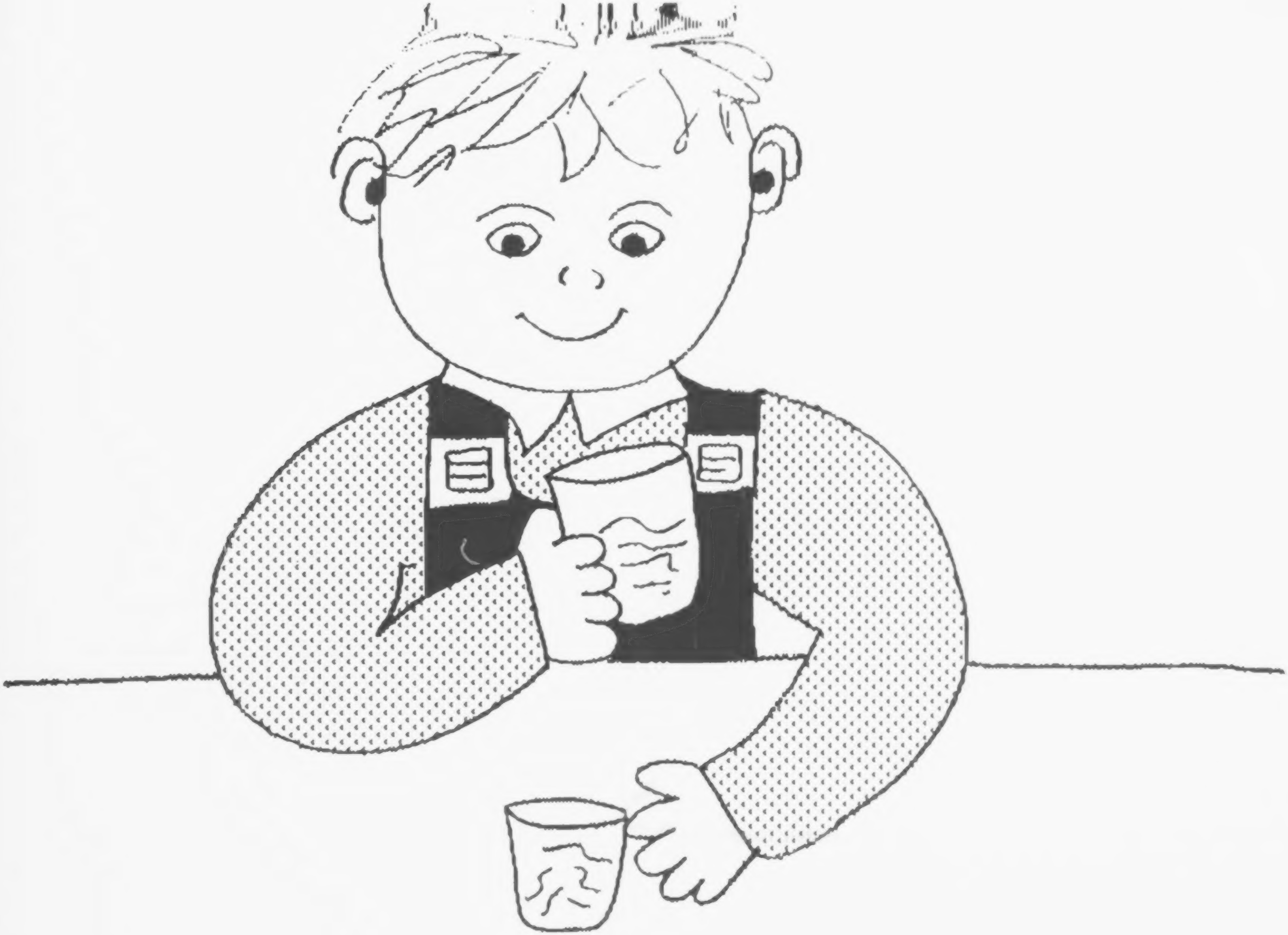
II. 35B



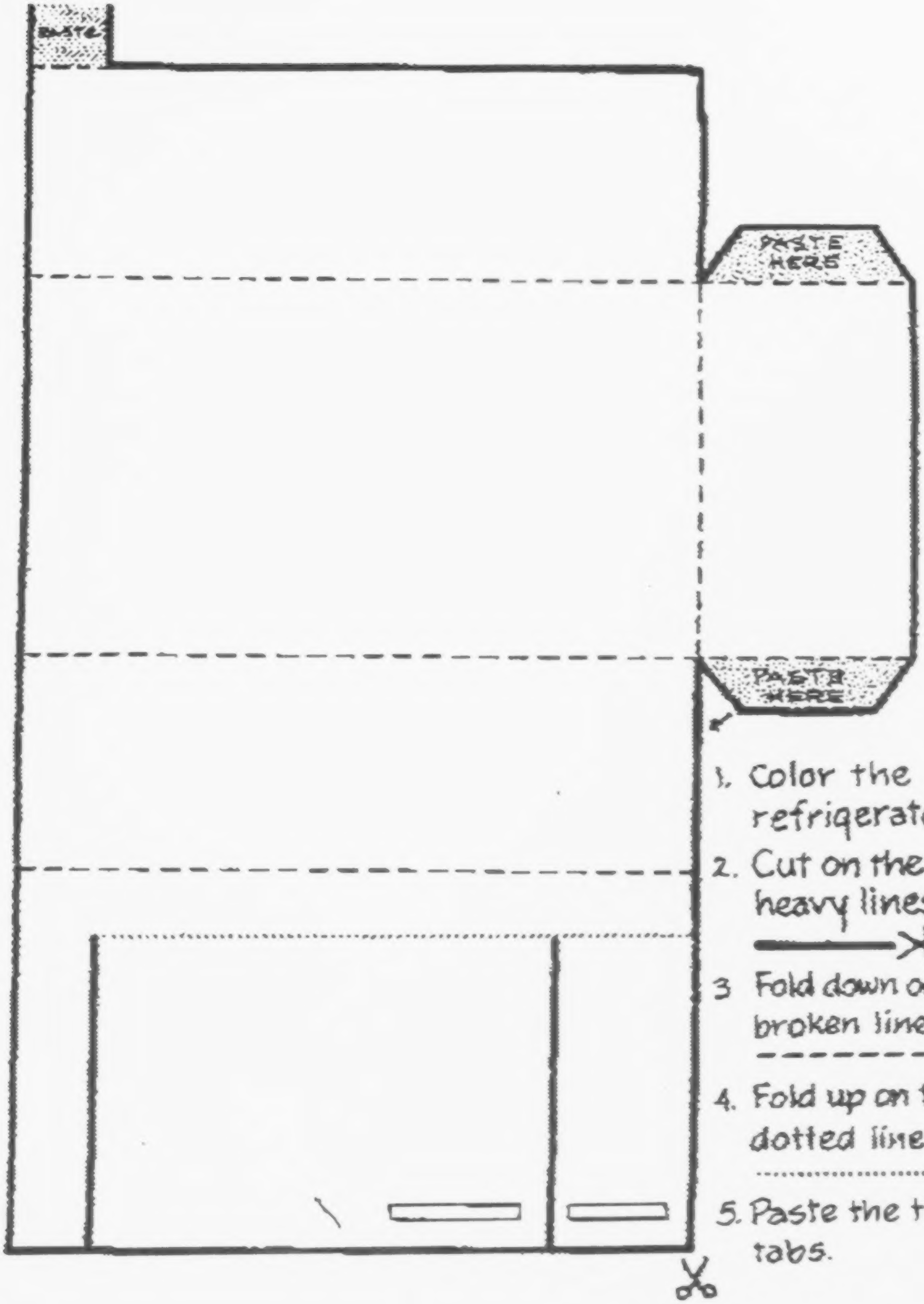
II. 35C



II. 35D



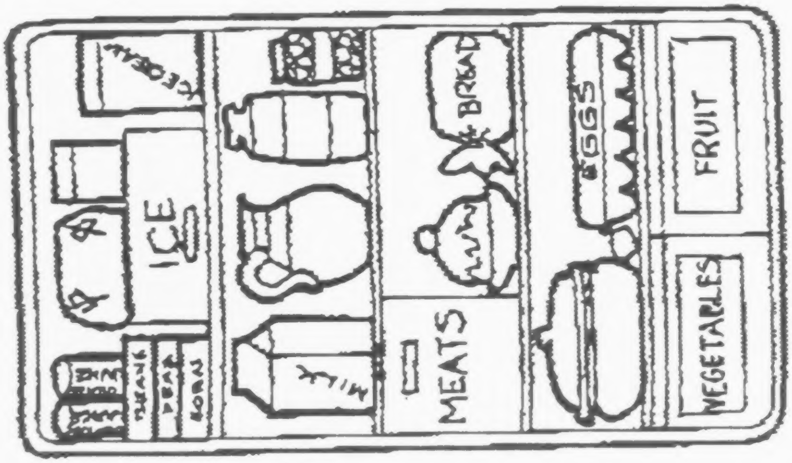
II. 35E

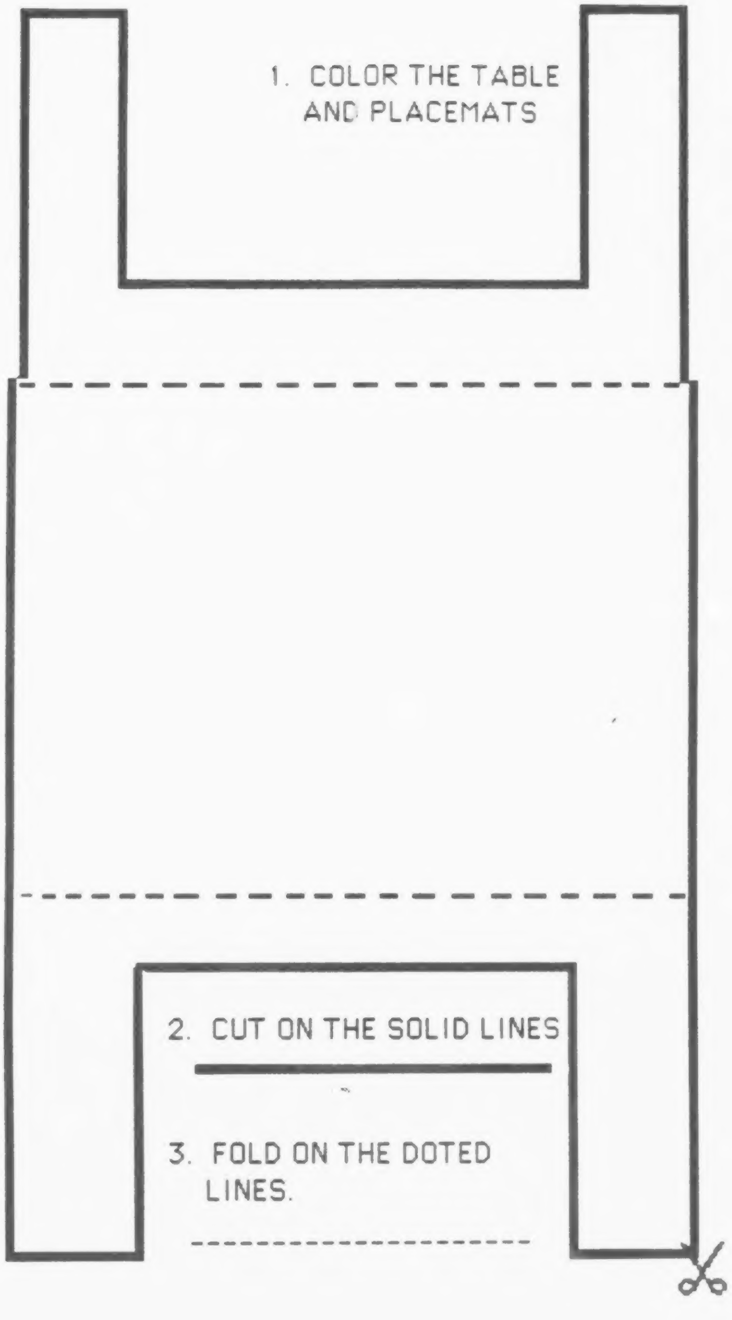


1. Color the refrigerator.
2. Cut on the heavy lines.
3 Fold down on the broken lines.
4. Fold up on the dotted lines.
5. Paste the three tabs.

COLOR THIS PAGE ANY WAY YOU LIKE

It shows the inside of the refrigerator.

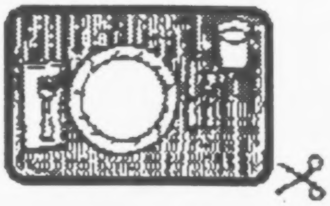


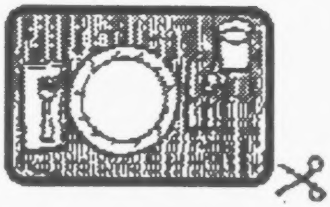


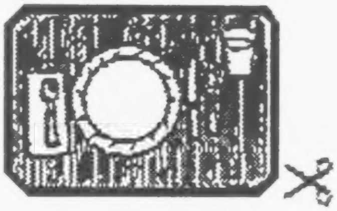
1. COLOR THE TABLE
AND PLACEMATS

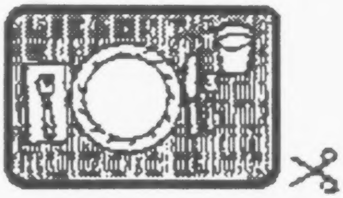
2. CUT ON THE SOLID LINES

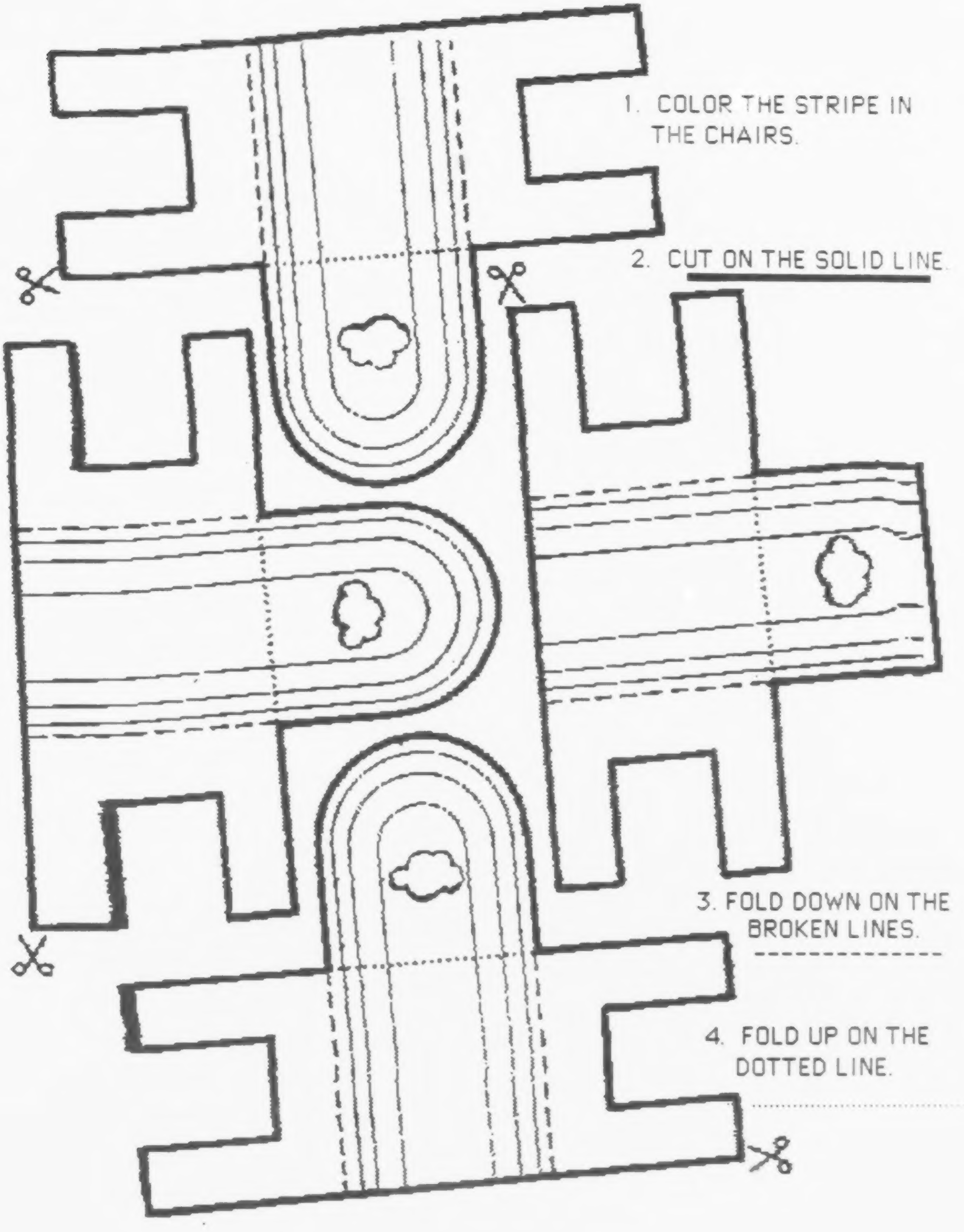
3. FOLD ON THE DOTED
LINES.









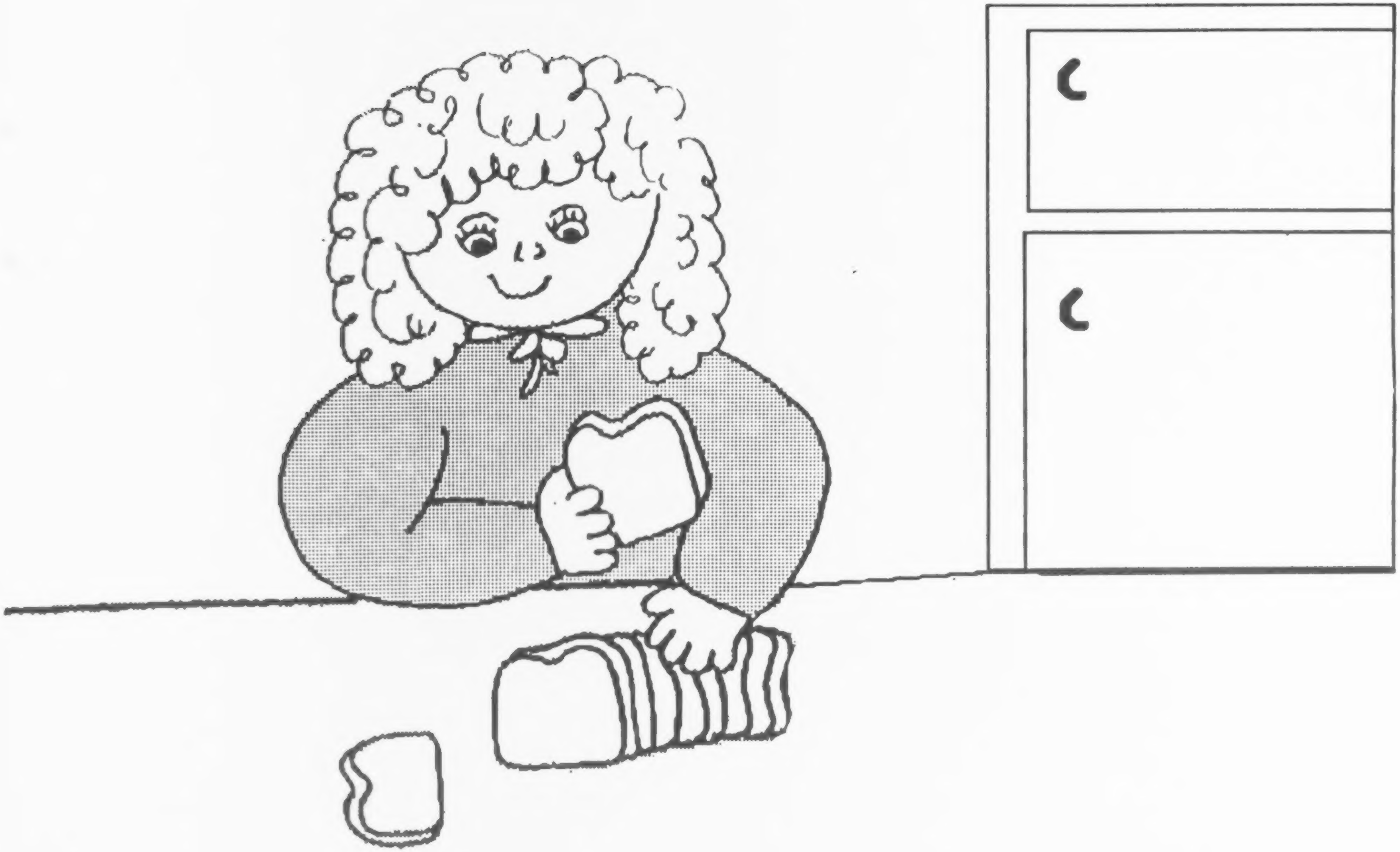


1. COLOR THE STRIPE IN THE CHAIRS.

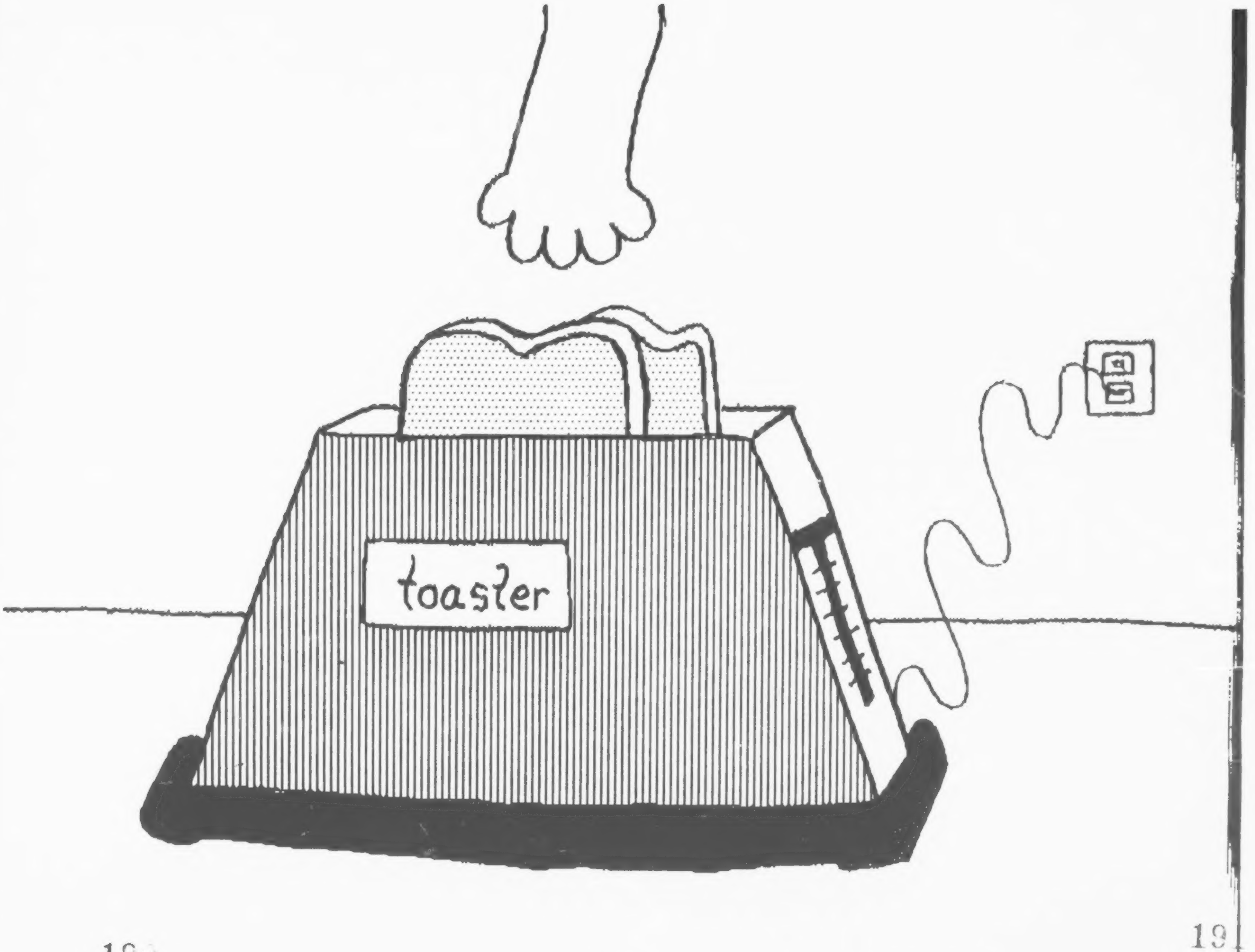
2. CUT ON THE SOLID LINE.

3. FOLD DOWN ON THE BROKEN LINES.

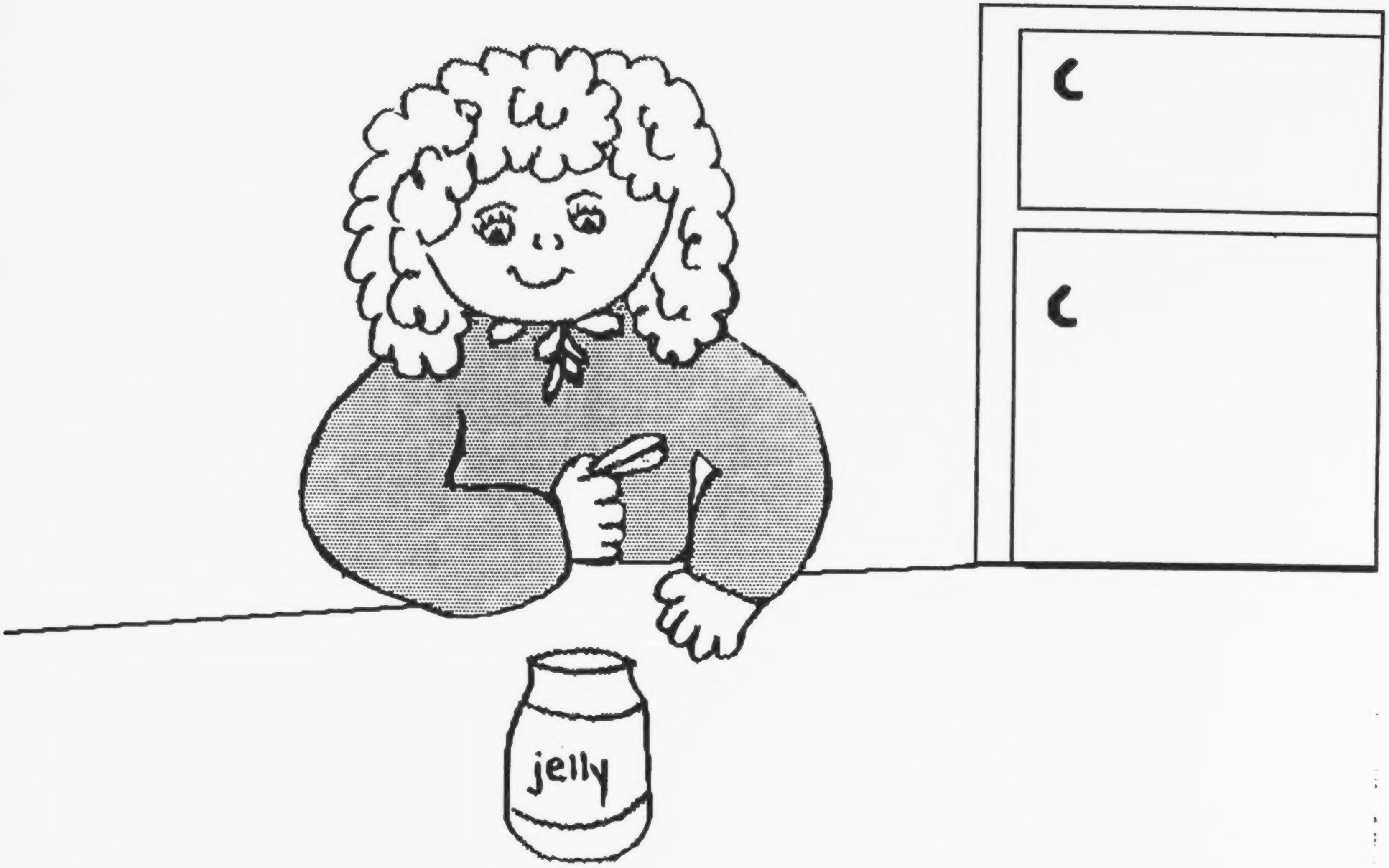
4. FOLD UP ON THE DOTTED LINE.



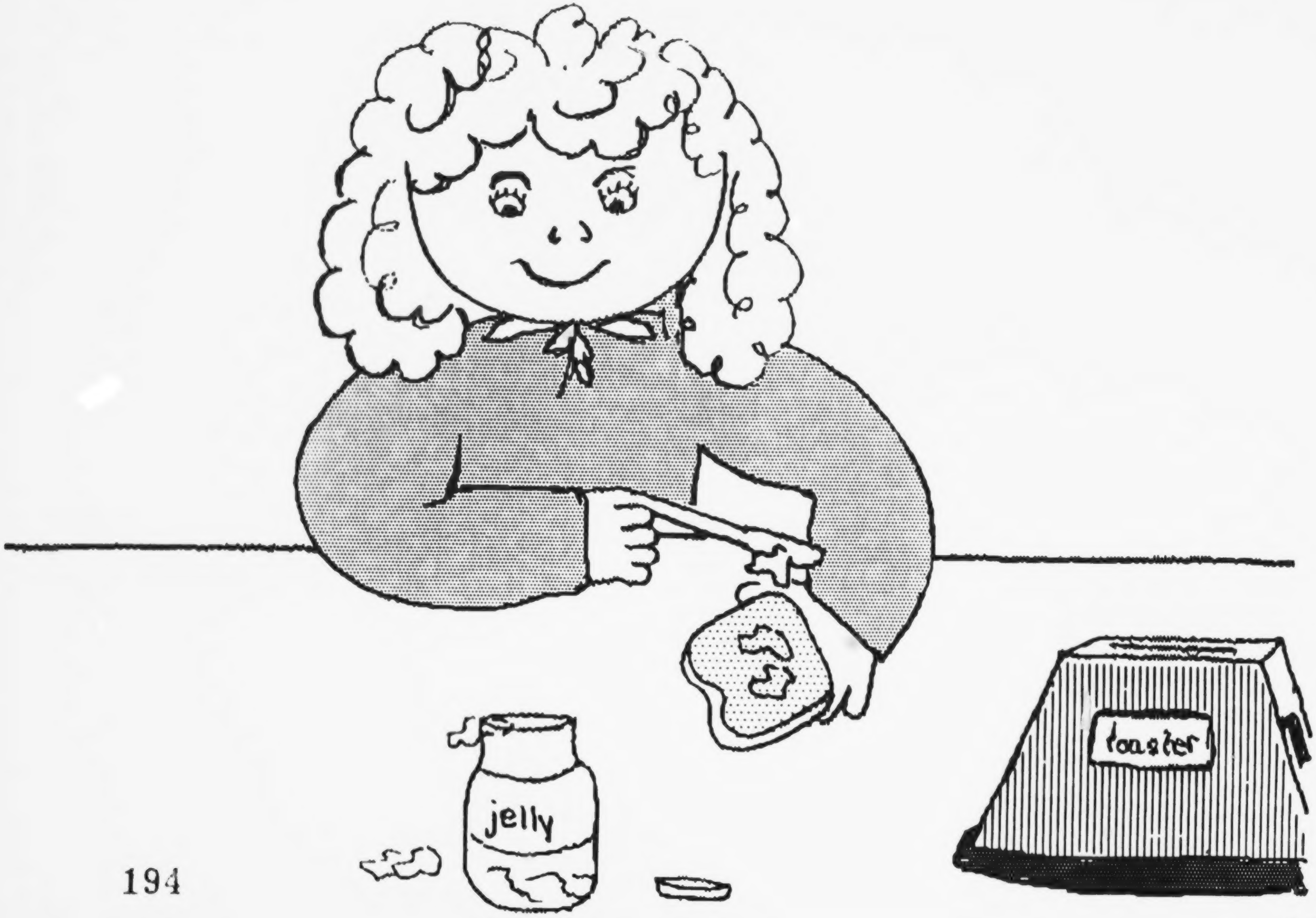
II. 37



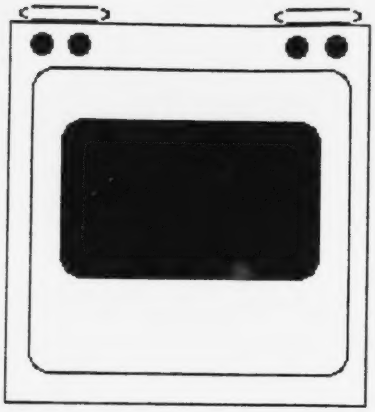
II. 37A

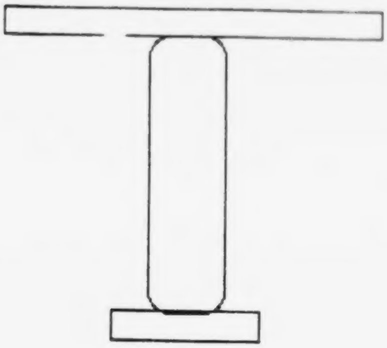


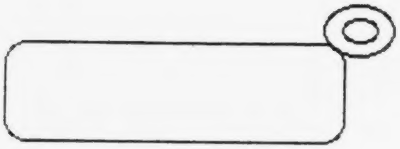
H. 37B

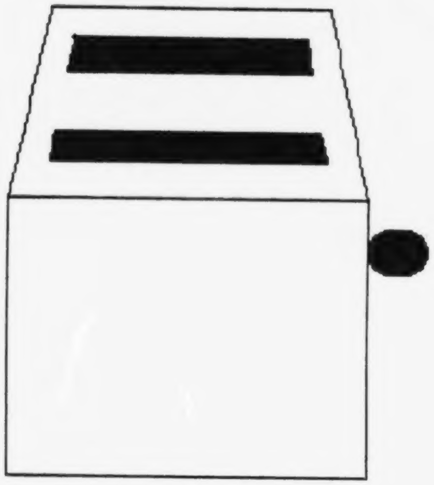


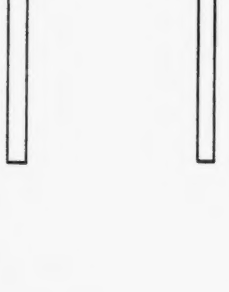
H. 37C

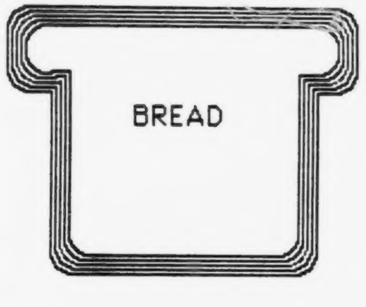


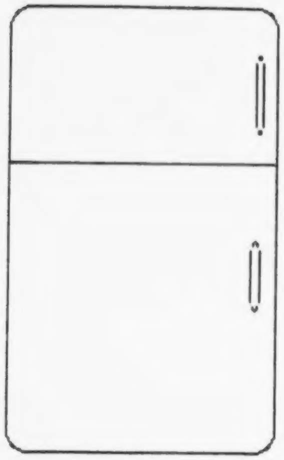


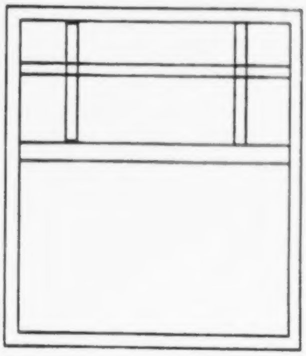


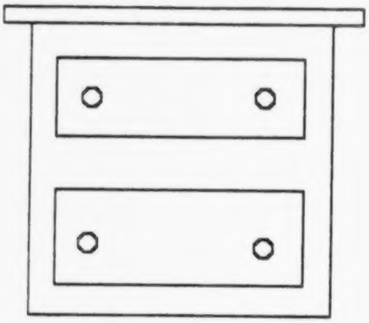




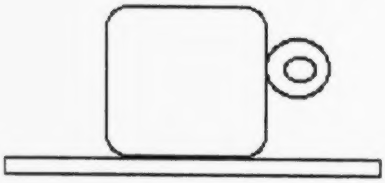

BREAD

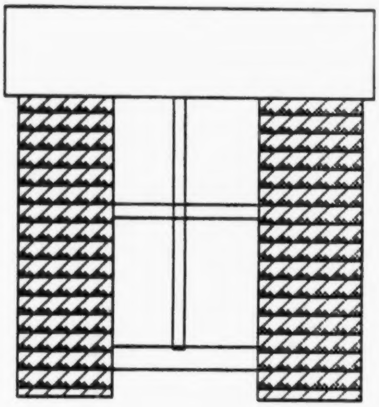




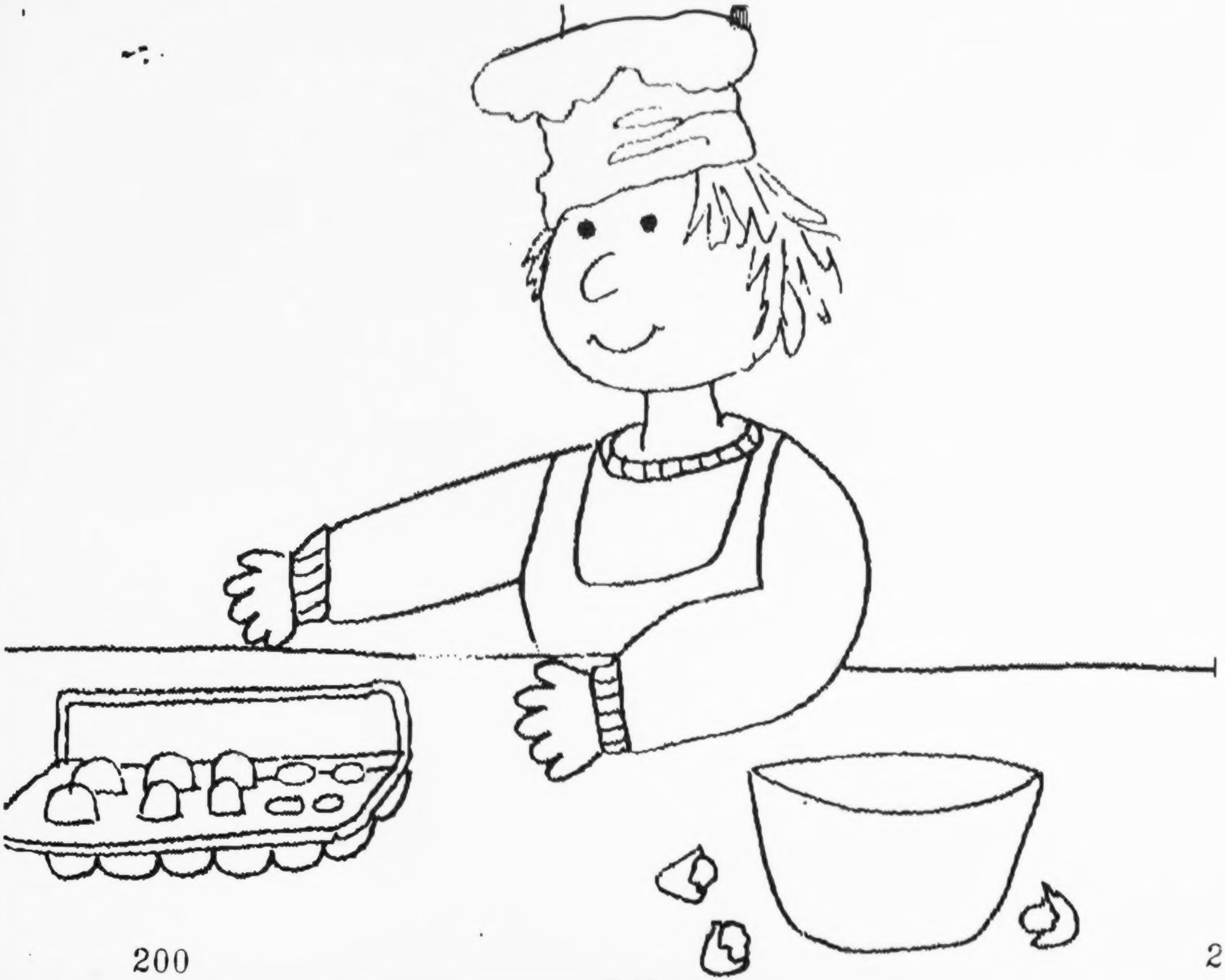


MILK

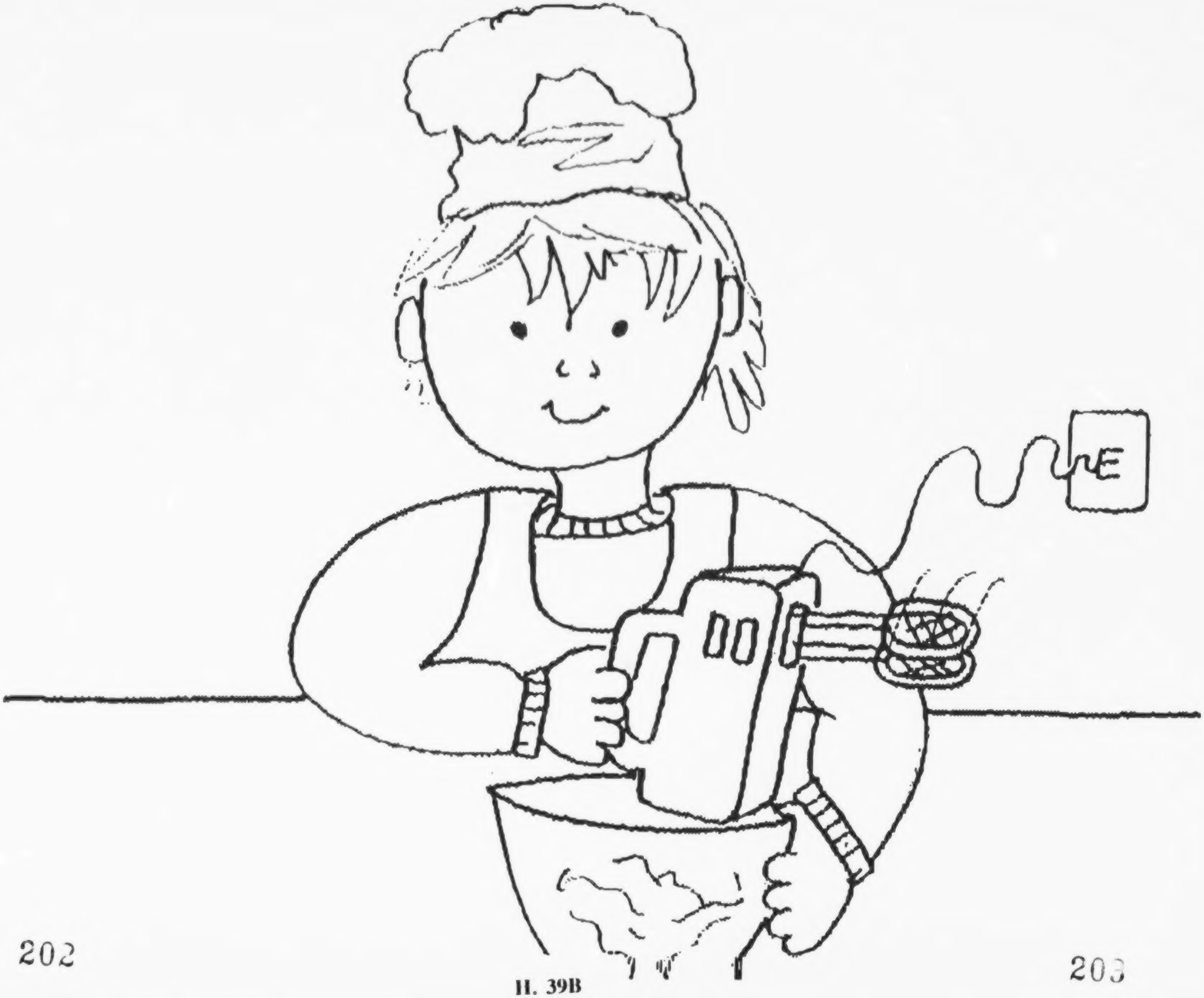




Cake
Mix

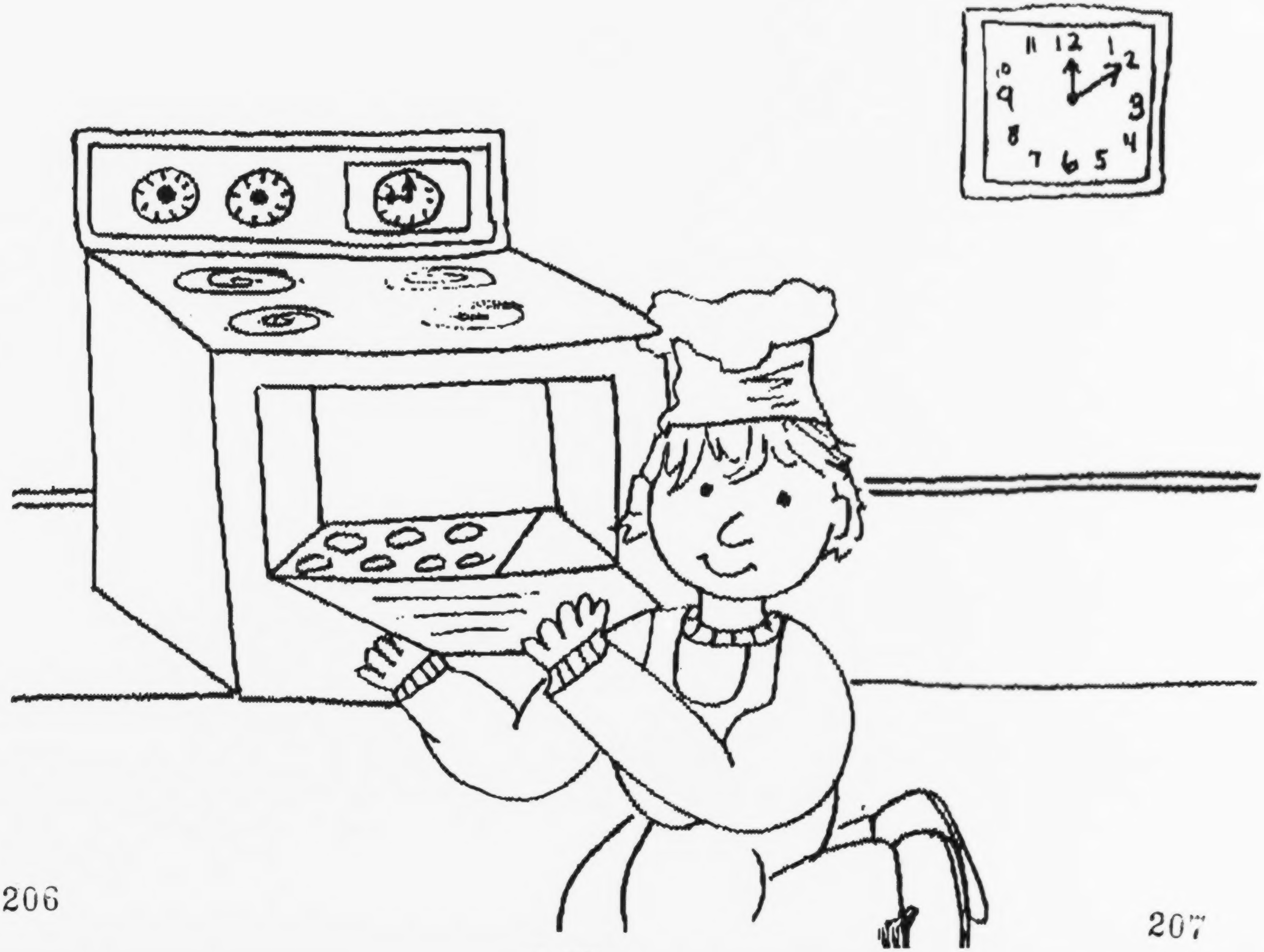


II. 39A

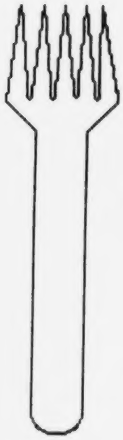


H. 39B

H. 39C



II. 39D

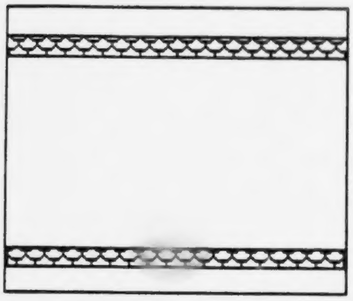


FORK

SPOON

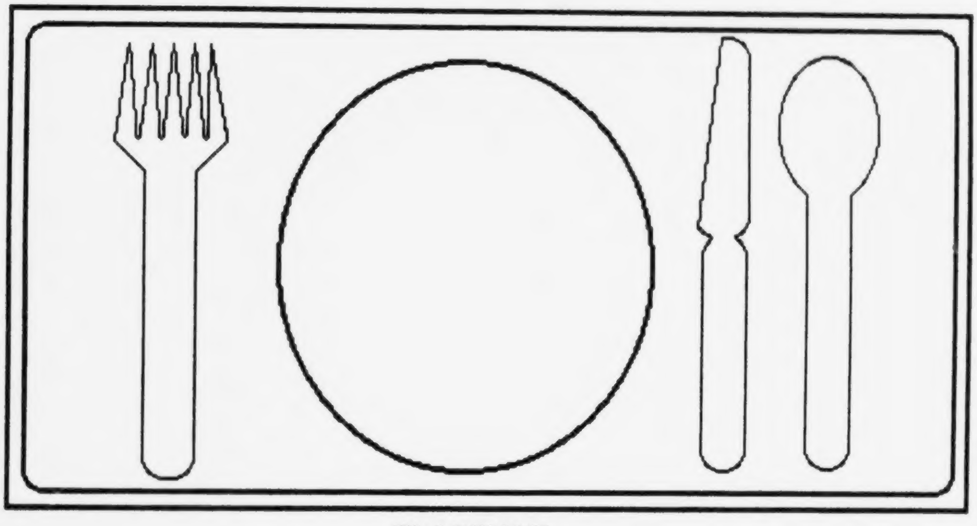
KNIFE

CUP

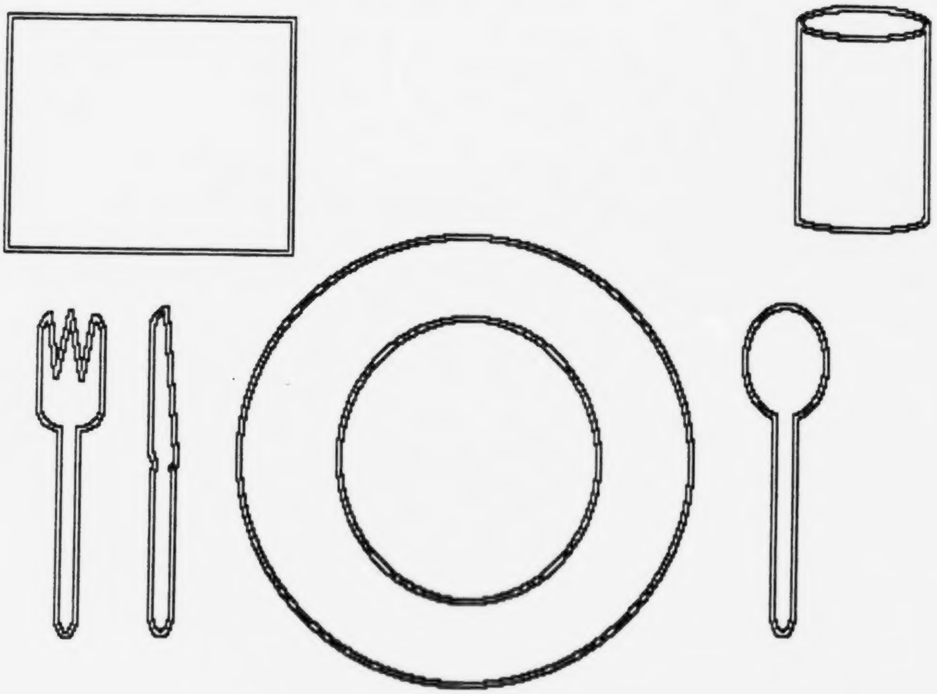


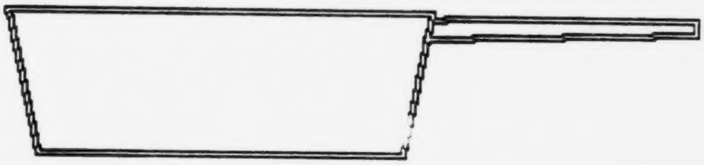
NAPKIN

FRYING PAN



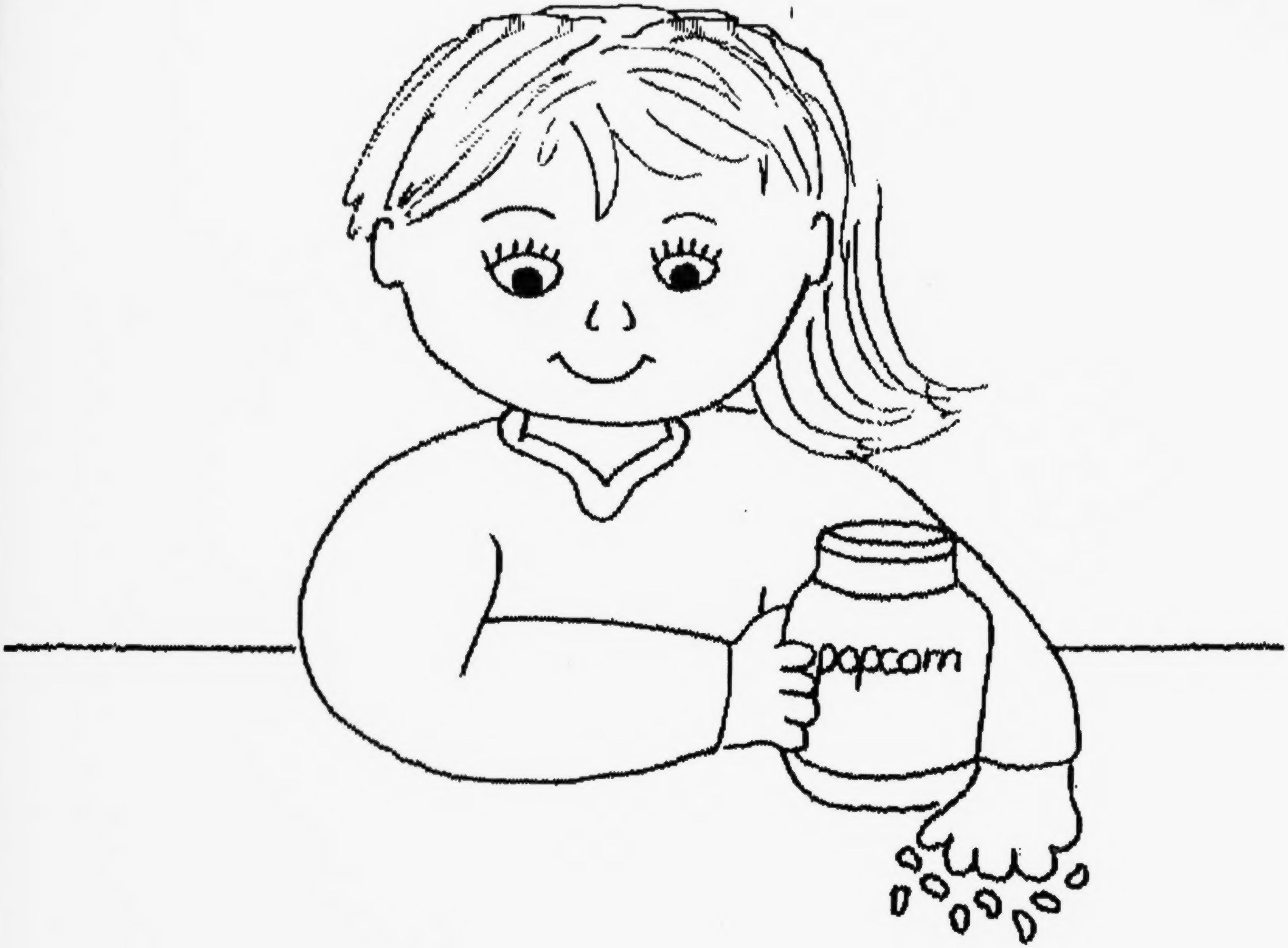
PLACEMAT





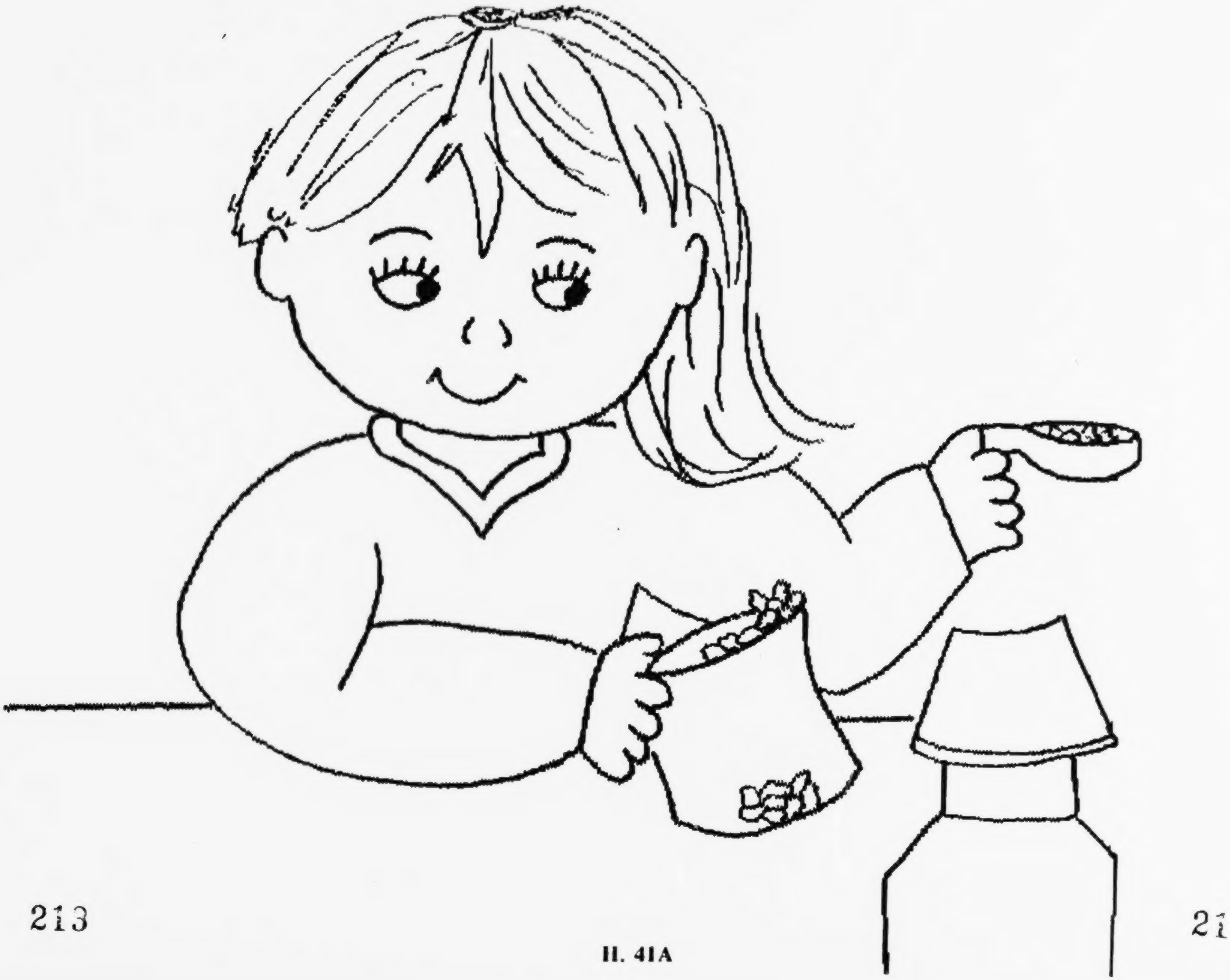
H. 40A

H. 40B 210

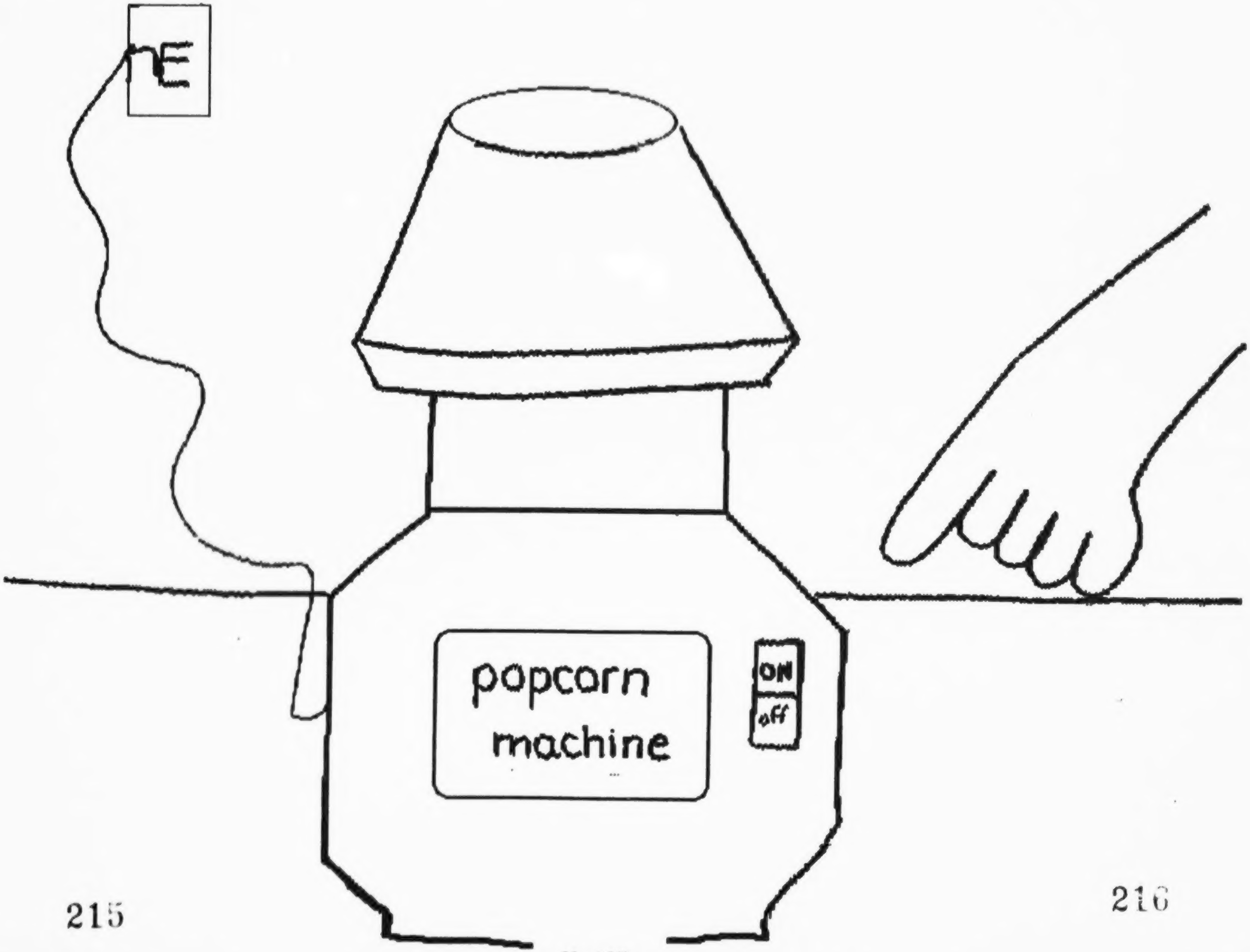


211

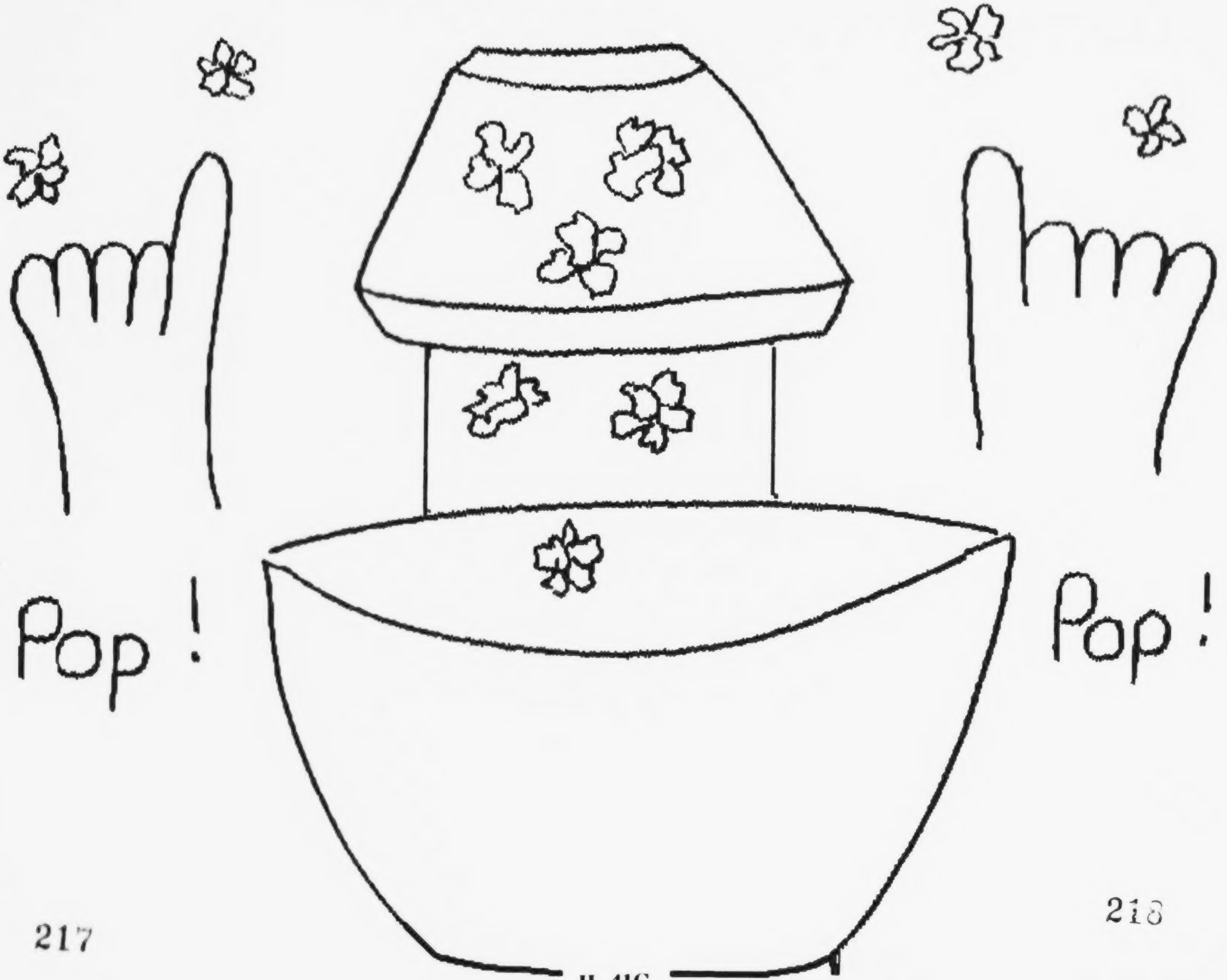
212



II. 41A

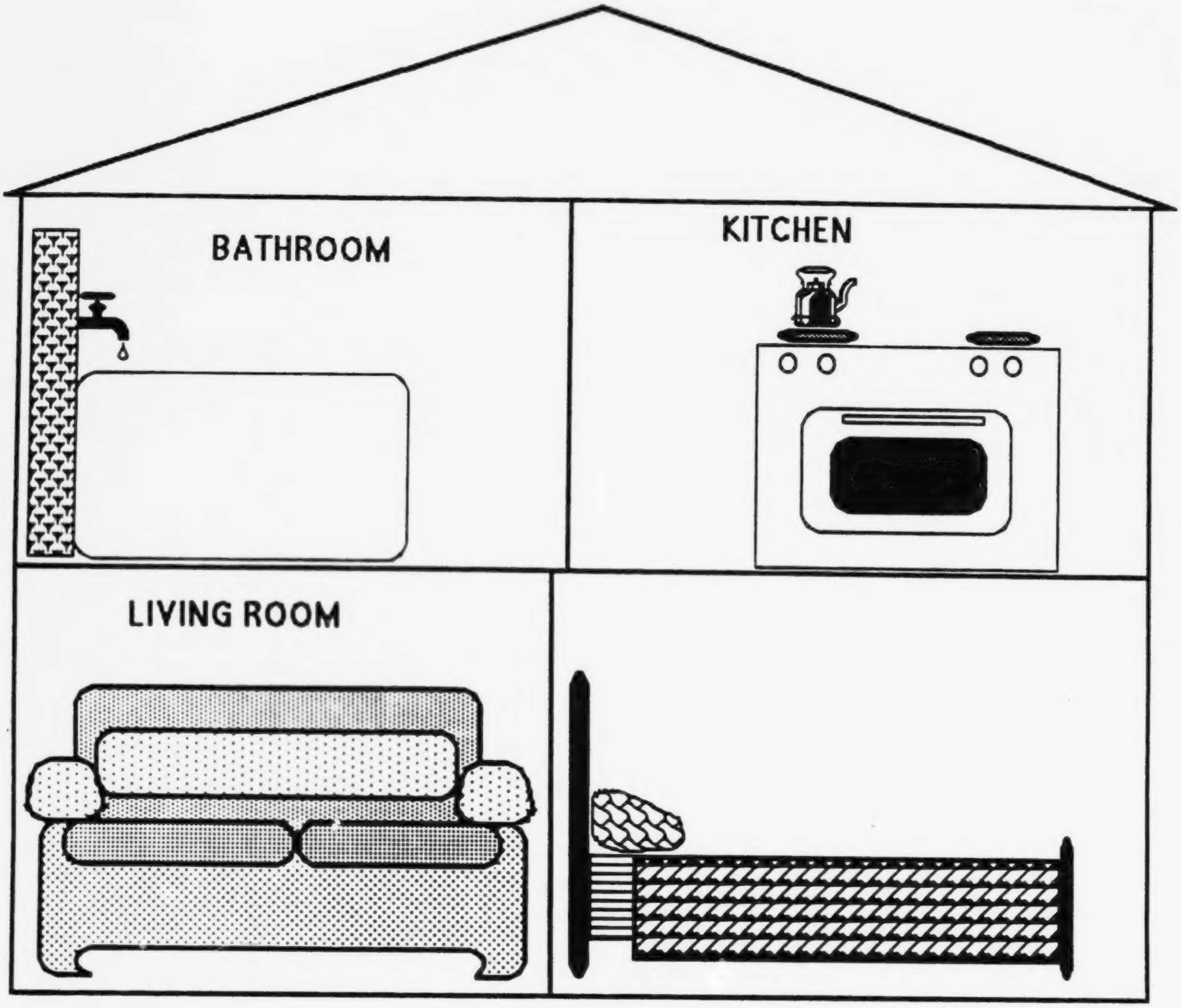


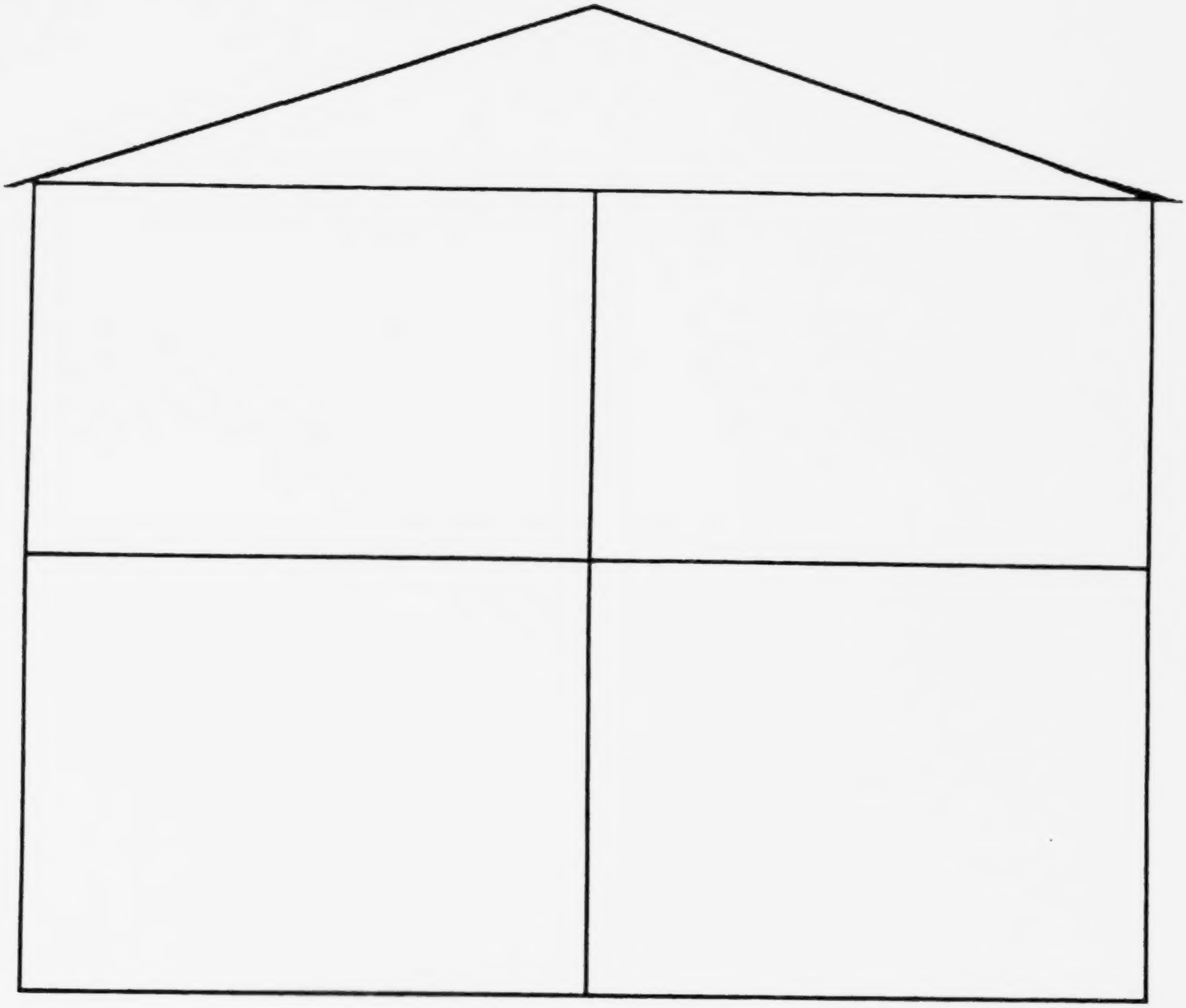
H. 41B



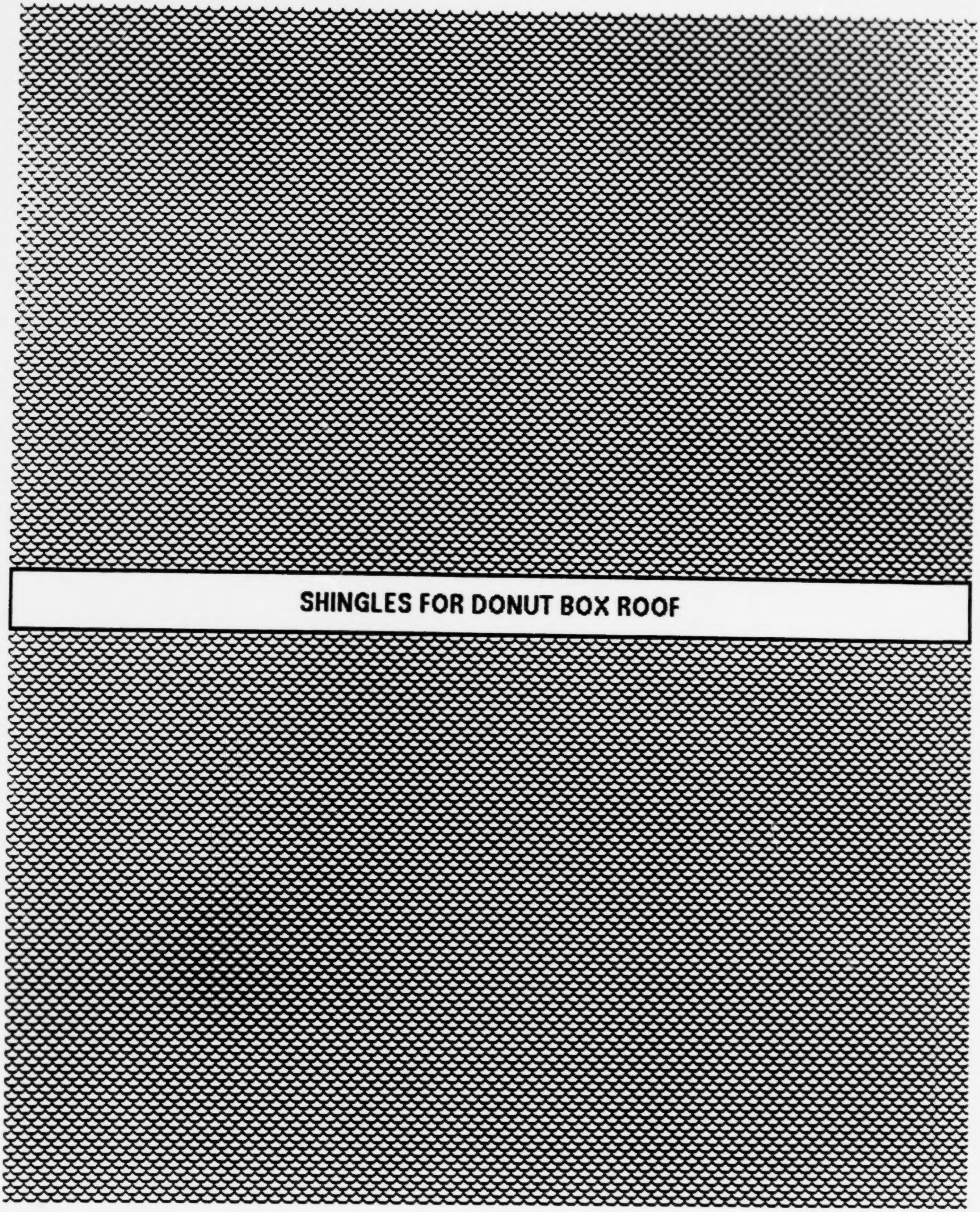
H. 41C

II. 41D


BATHROOM
KITCHEN
LIVING ROOM



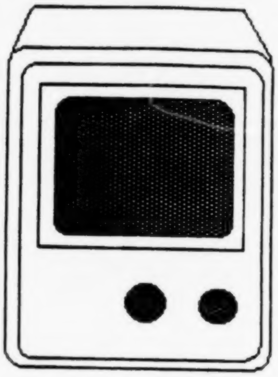
H. 42A



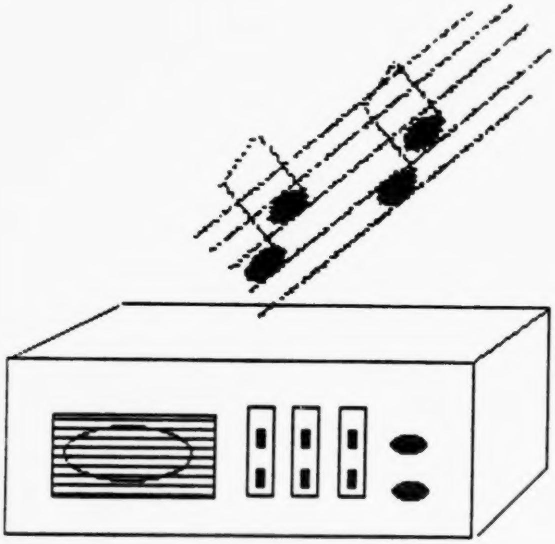
SHINGLES FOR DONUT BOX ROOF

ENVIRONMENTAL SOUNDS

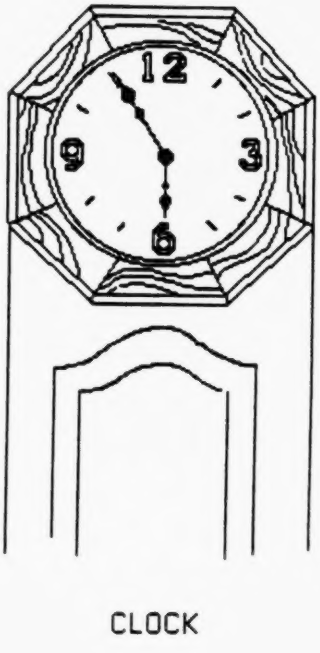
TELEPHONE



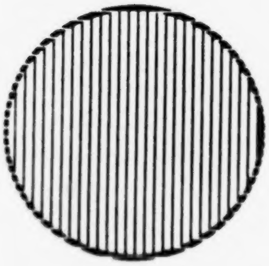
TELEVISION

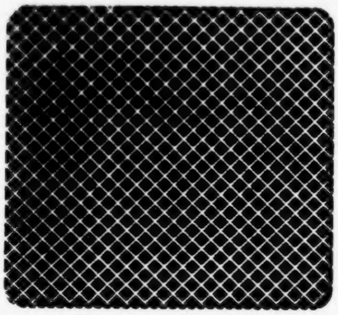


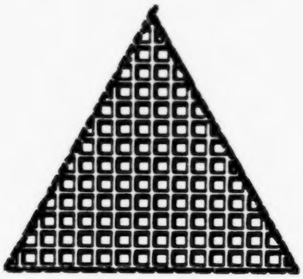
RADIO

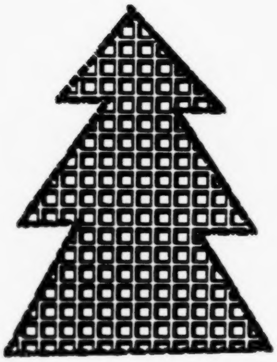


CLOCK





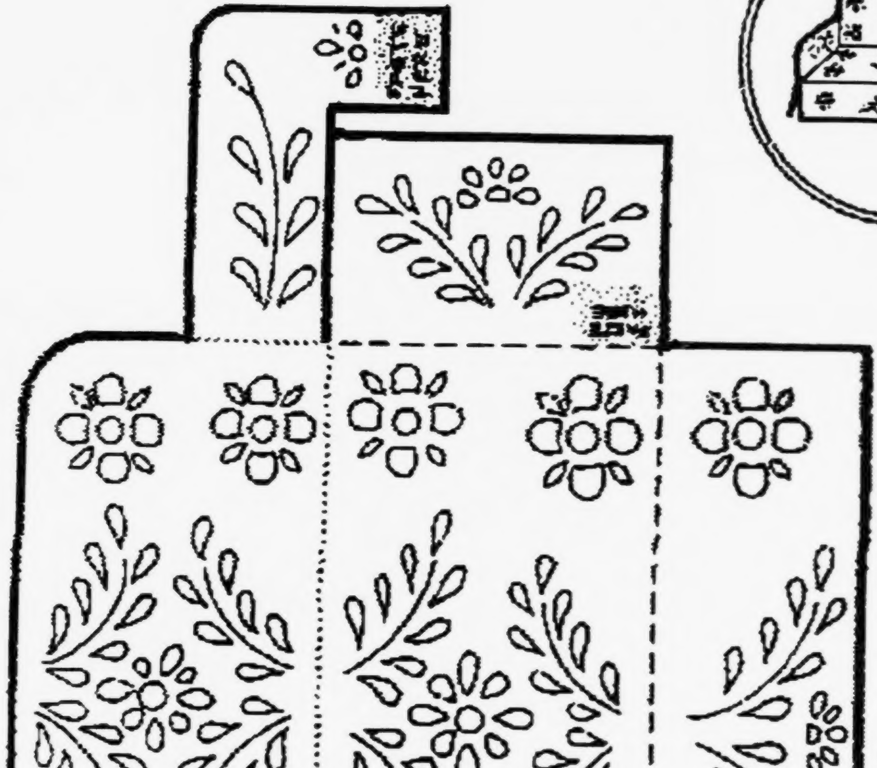




PATTERNS FOR COFFEE CAN

CUT ON THE ....LINE

SOFA



1. COLOR THE SOFA

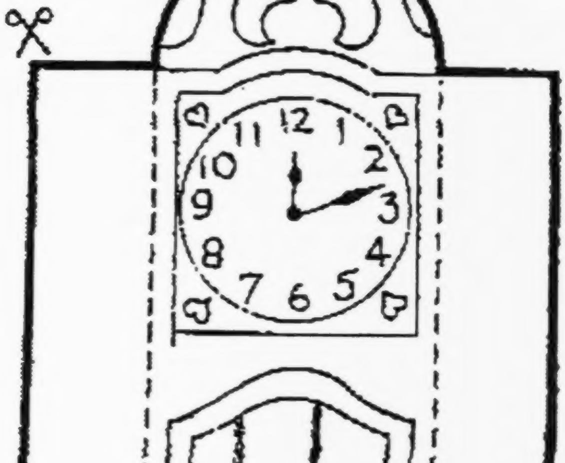
2. CUT ON THE HEAVY LINES

3. FOLD DOWN ON THE BROKEN LINES

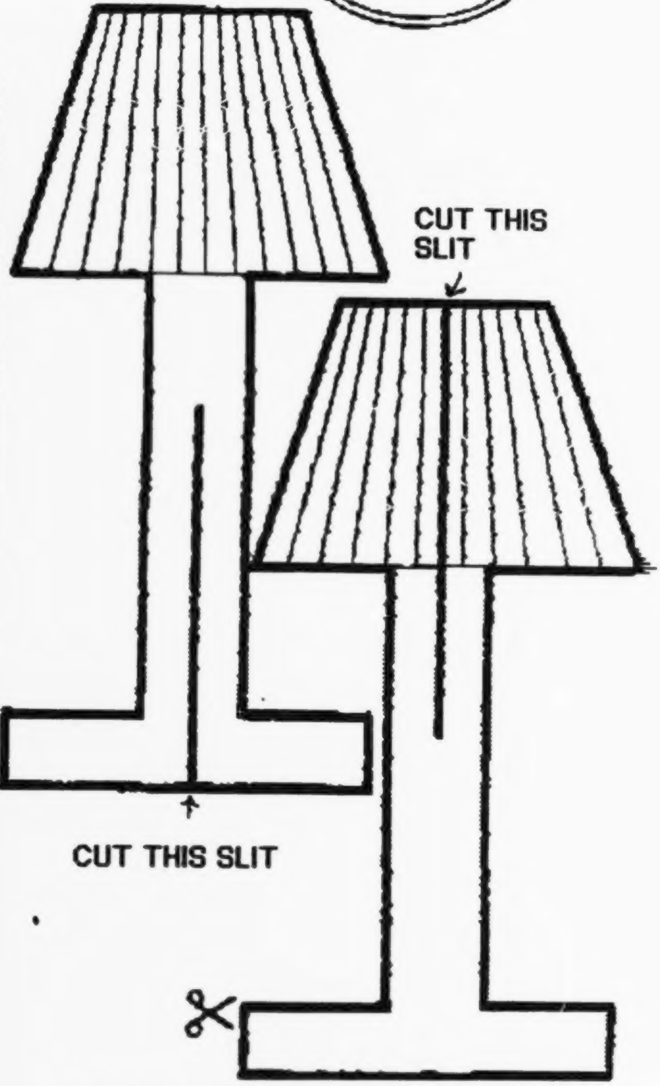
4. FOLD UP ON THE DOTTED LINES

5. PASTE THE ARMS TO THE SIDES OF THE SOFA

GRANDFATHER CLOCK AND A LAMP



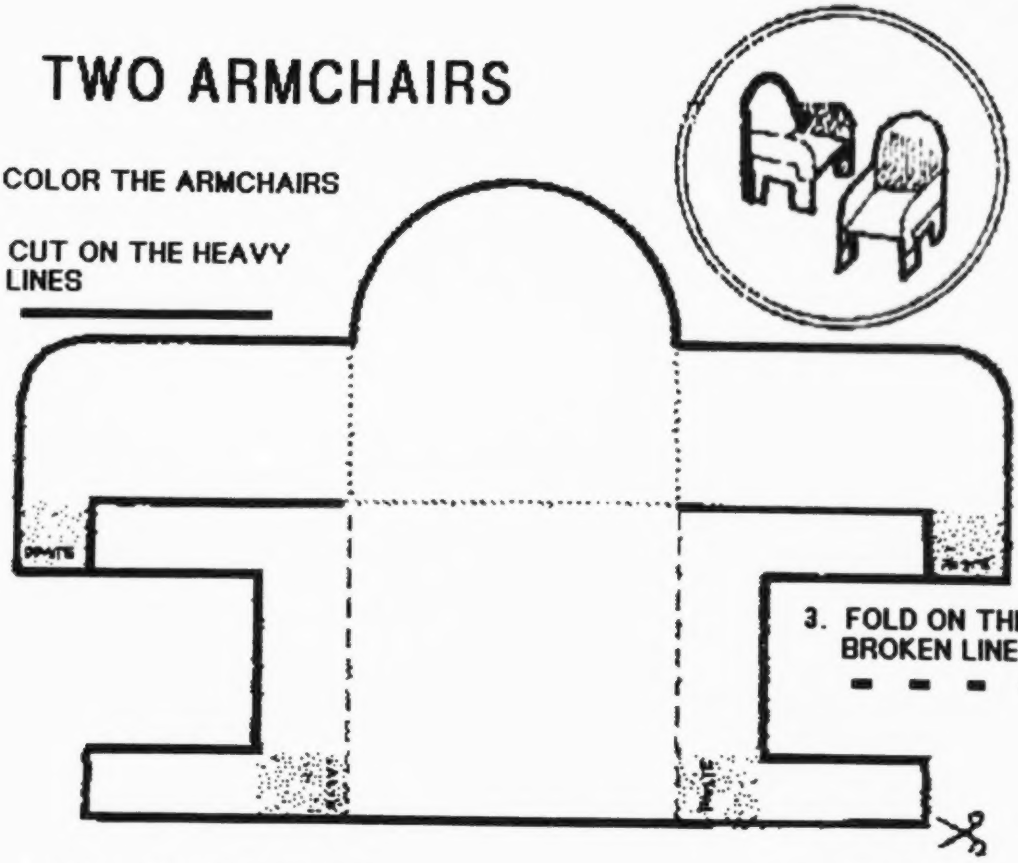
1. COLOR, CUT OUT AND FOLD THE CLOCK



2. COLOR AND CUT OUT THE TWO LAMPS. TO MAKE THE LAMP STAND UP, SLIDE THE TWO LONG SLITS INTO EACH OTHER

TWO ARMCHAIRS

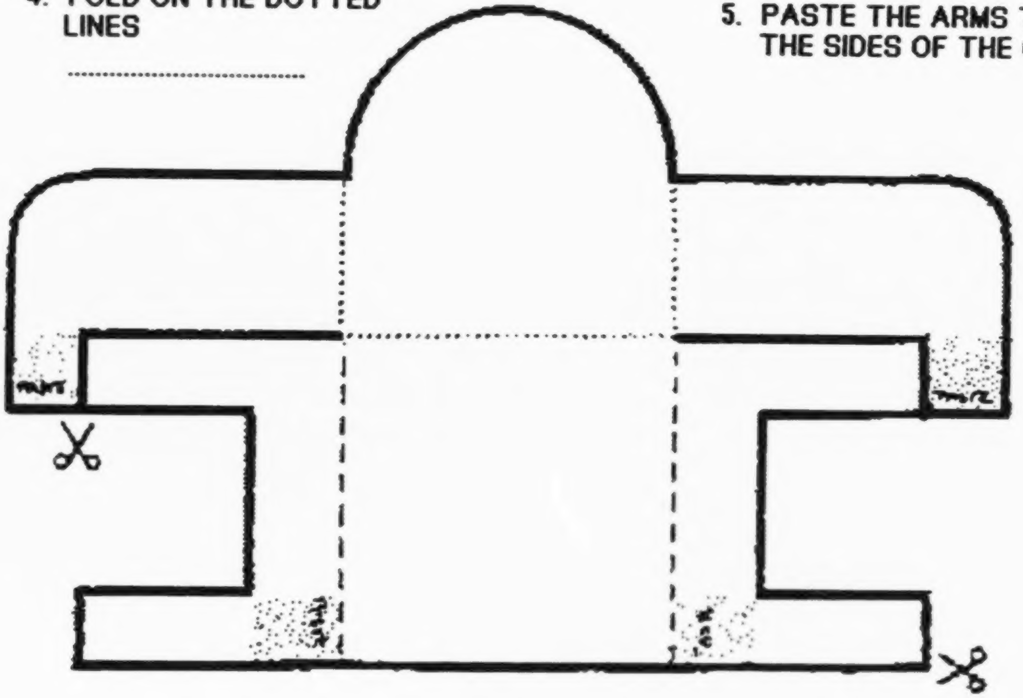
1. COLOR THE ARMCHAIRS
2. CUT ON THE HEAVY LINES



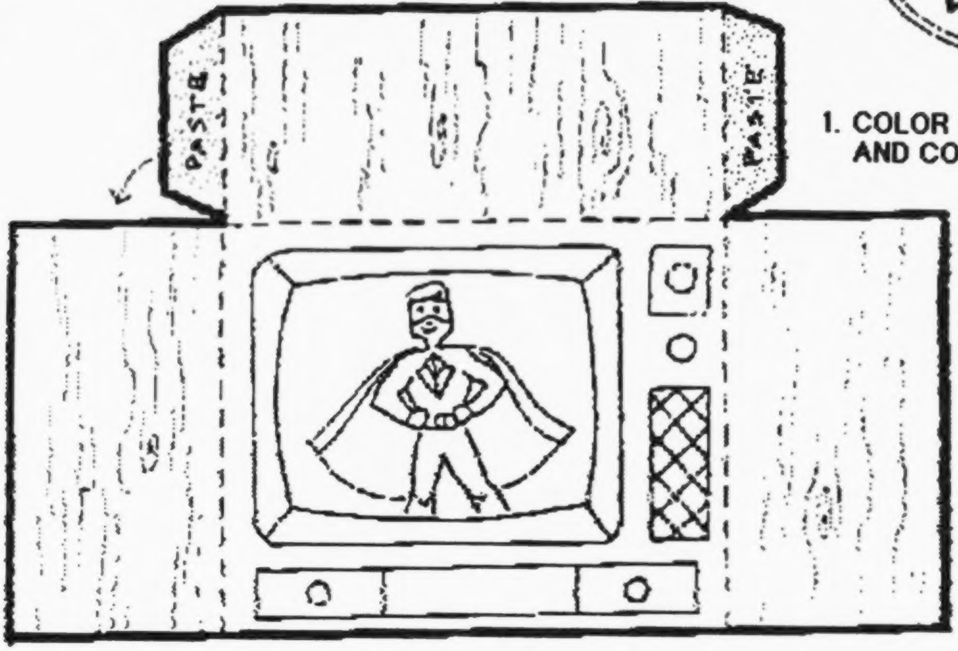
3. FOLD ON THE BROKEN LINES

4. FOLD ON THE DOTTED LINES

5. PASTE THE ARMS TO THE SIDES OF THE CHAIR



TELEVISION AND COFFEE TABLE

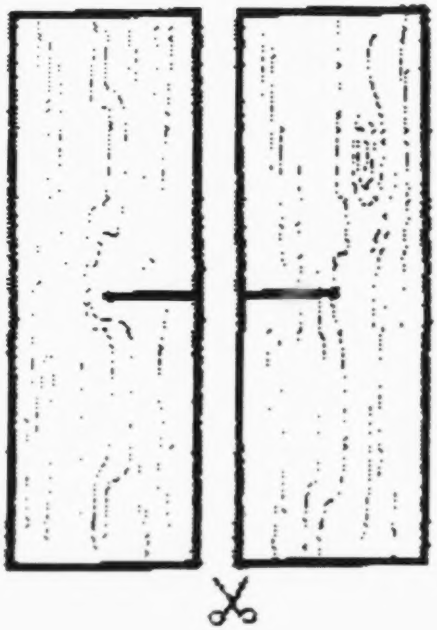


1. COLOR THE TV AND COFFEE TABLE

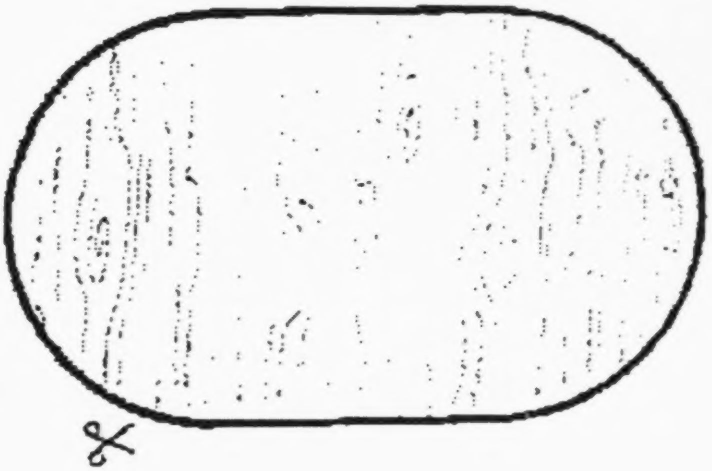
2. CUT ON THE HEAVY LINES

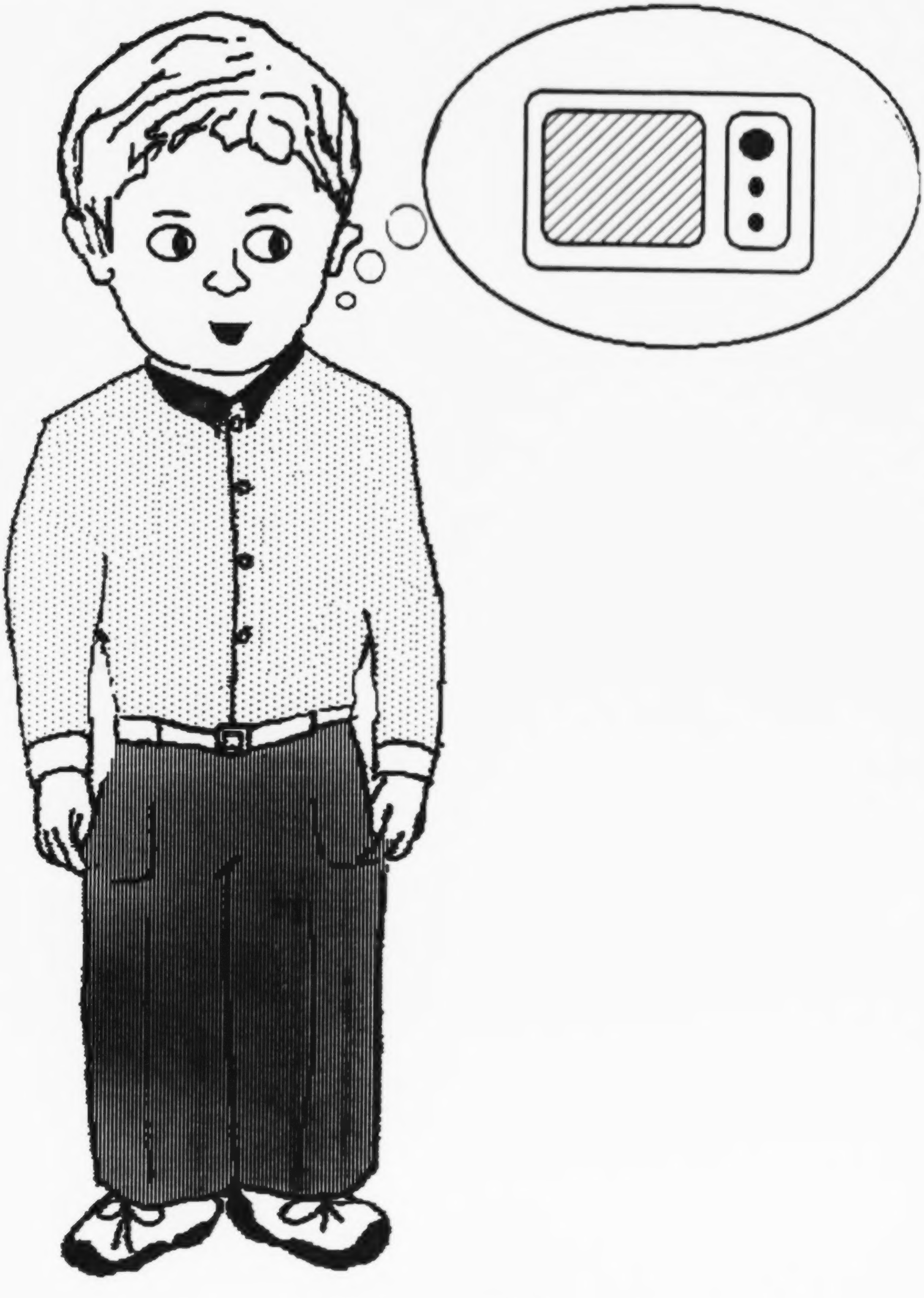
3. FOLD DOWN ON BROKEN LINES

4. PASTE THE TELEVISION SET

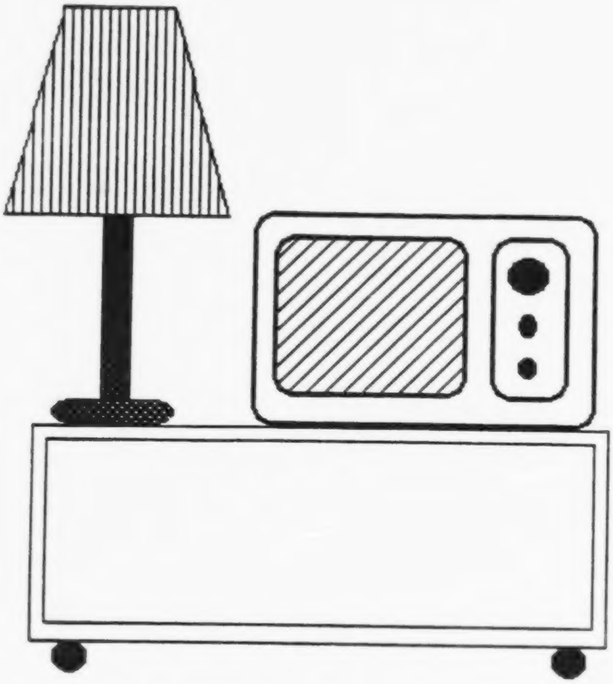


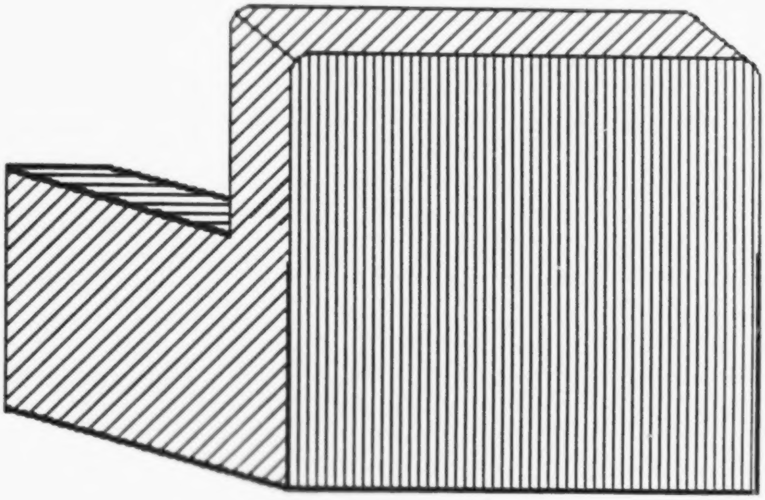
5. SLIDE THE TWO SLITS TOGETHER AND PLACE BOTH RECTANGLES IN AN X. PUT OVAL ON TOP



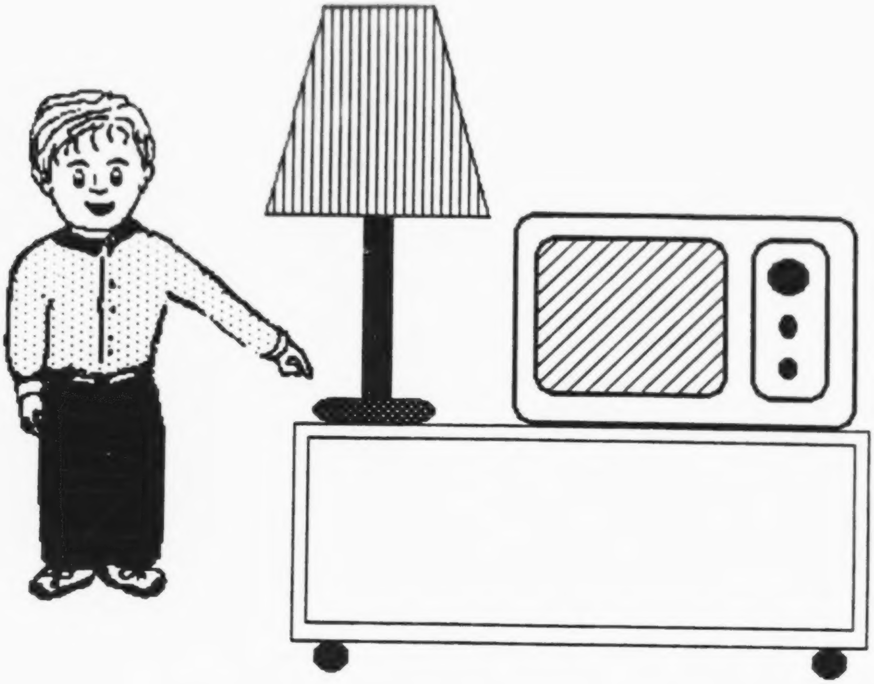


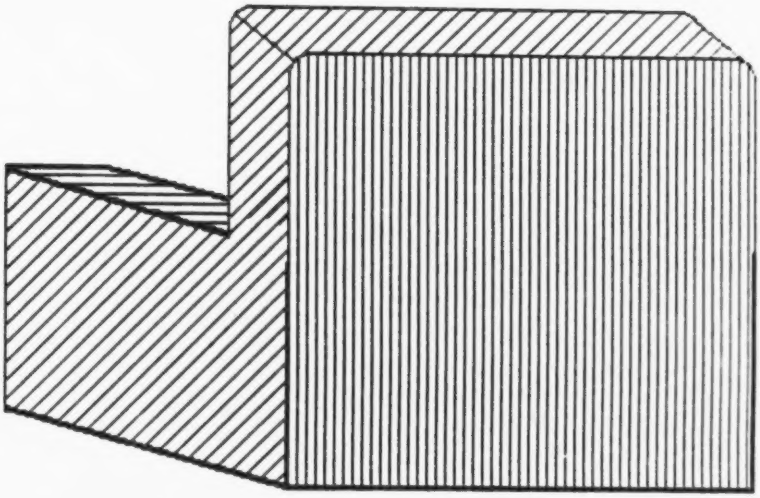
H. 47



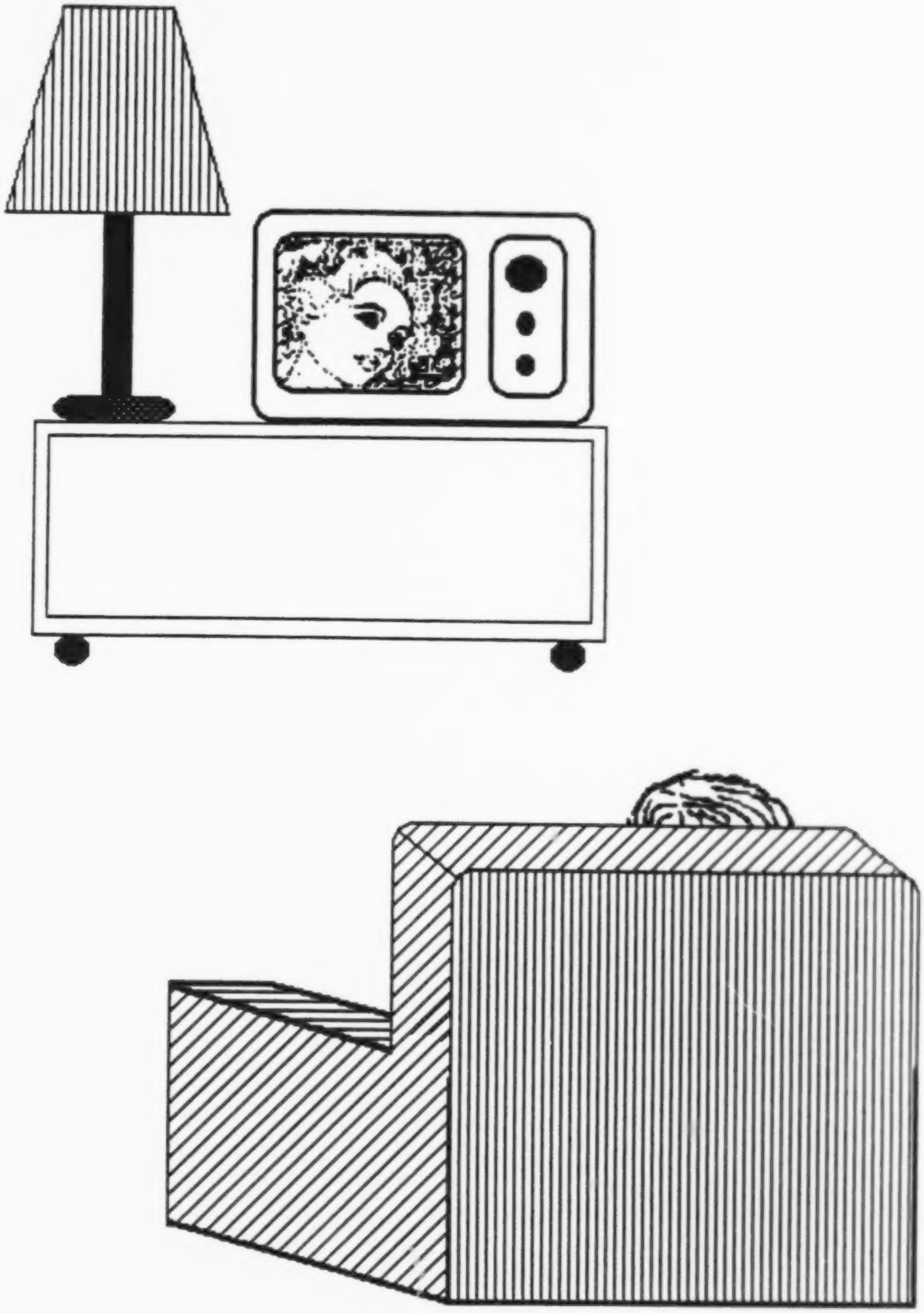


H. 47A

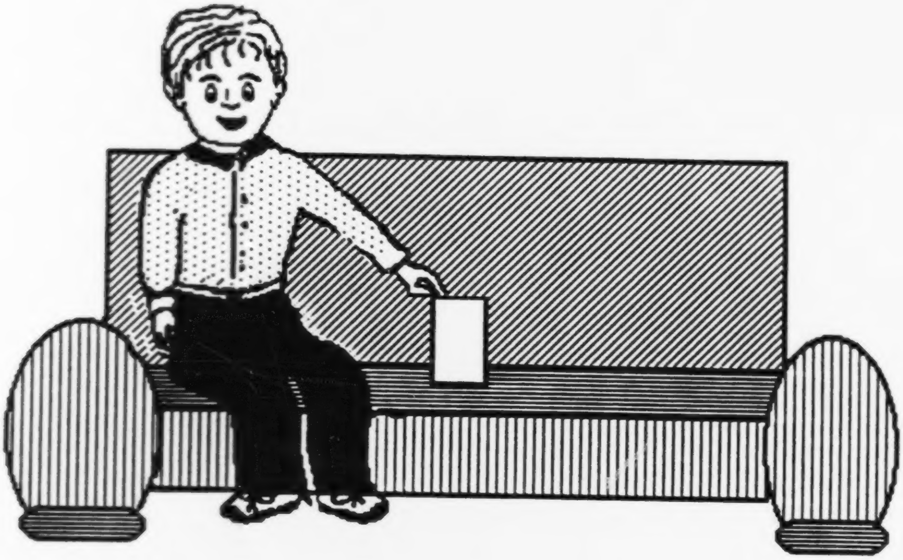




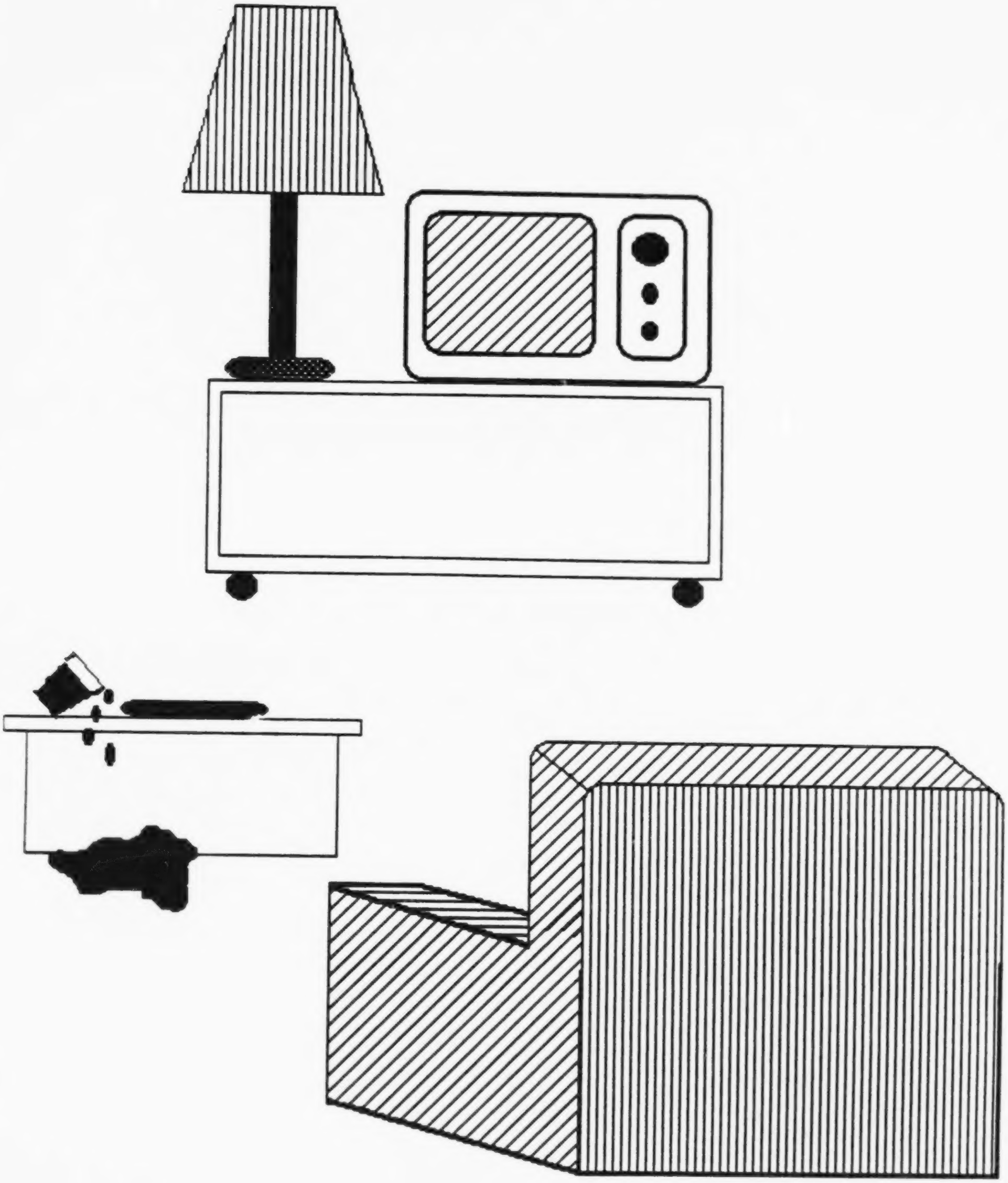
H. 47B

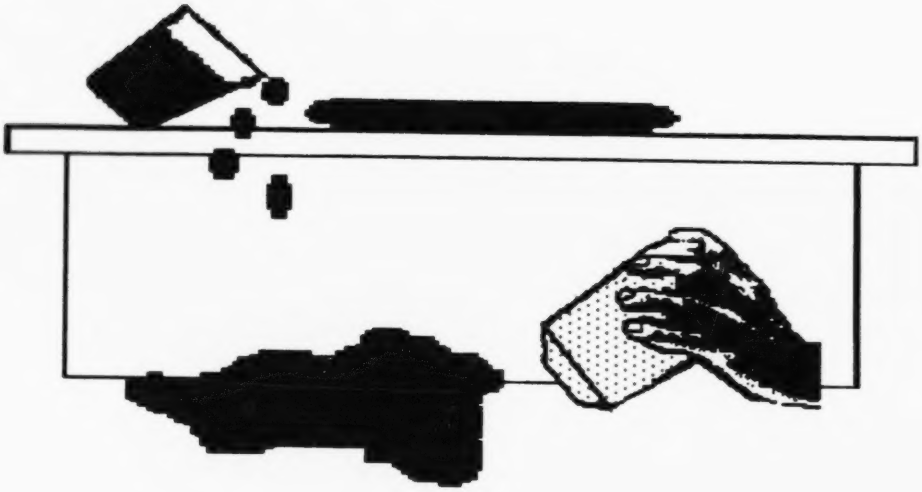


H. 47C



H. 47D

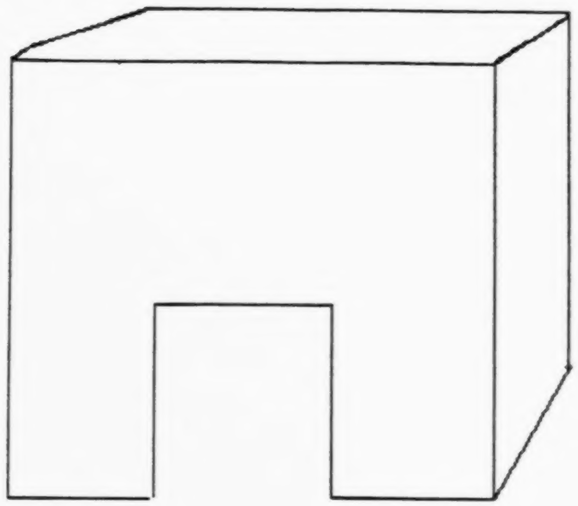




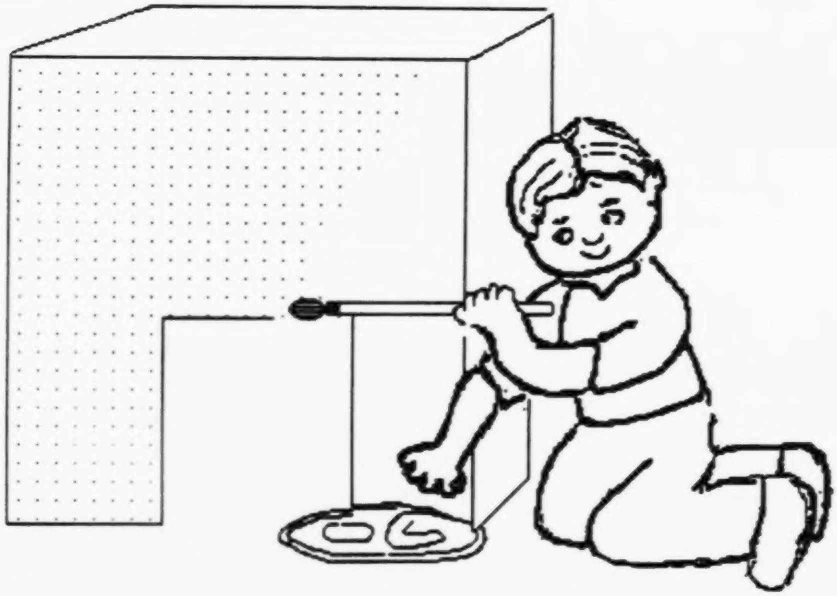
H. 47F

FIREPLACE DIRECTIONS

1. Cut a large square hole in front of the box.



2. Paint the fireplace and let it dry.

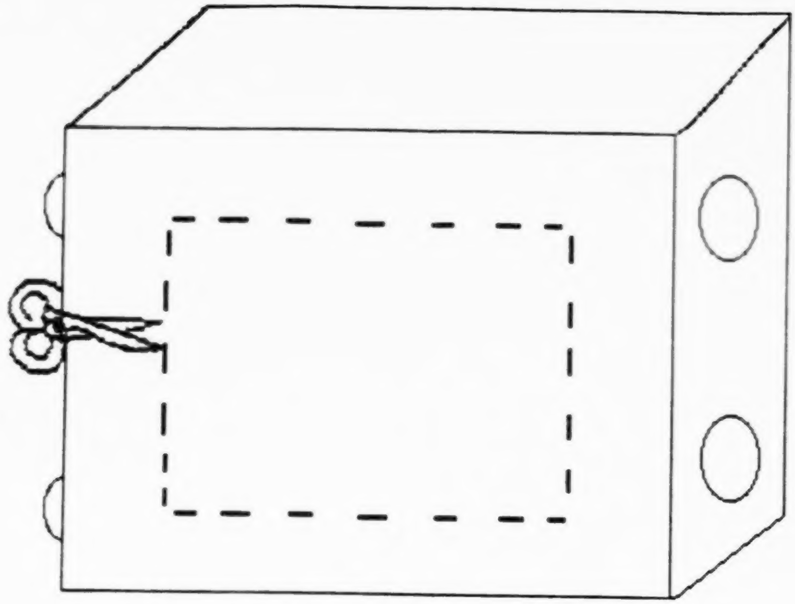


3. Paint black lines on the box to make it look like bricks.

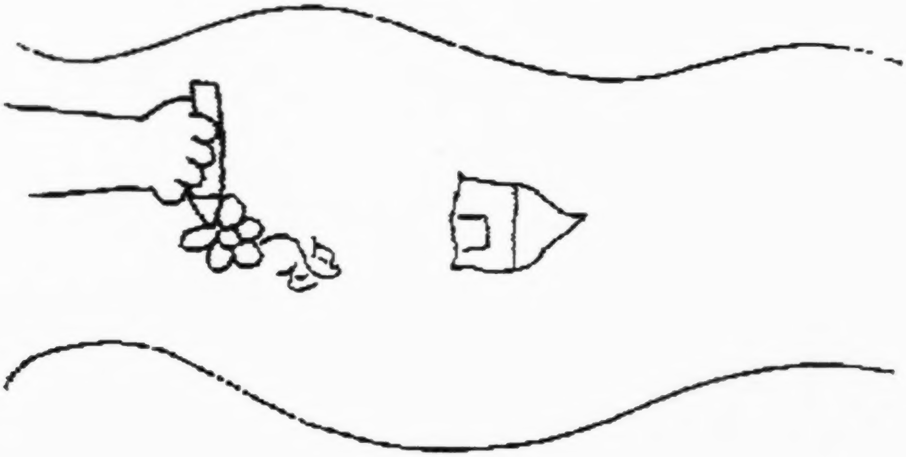
4. Roll brown construction paper into logs and put into the fireplace.

H. 48A

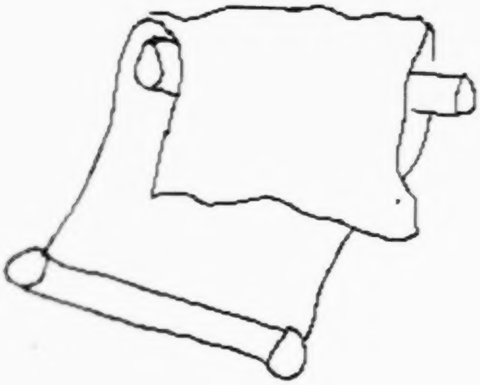
1. CUT OUT A SQUARE IN THE FRONT OF THE BOX AND TWO HOLES IN EACH SIDE.



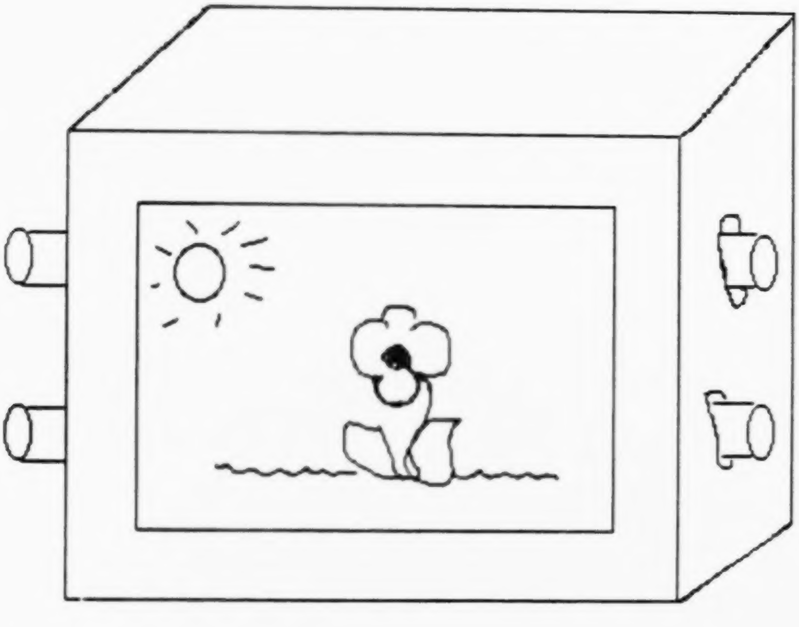
2. DRAW A LONG STORY ON A SHEET OF BROWN PAPER.

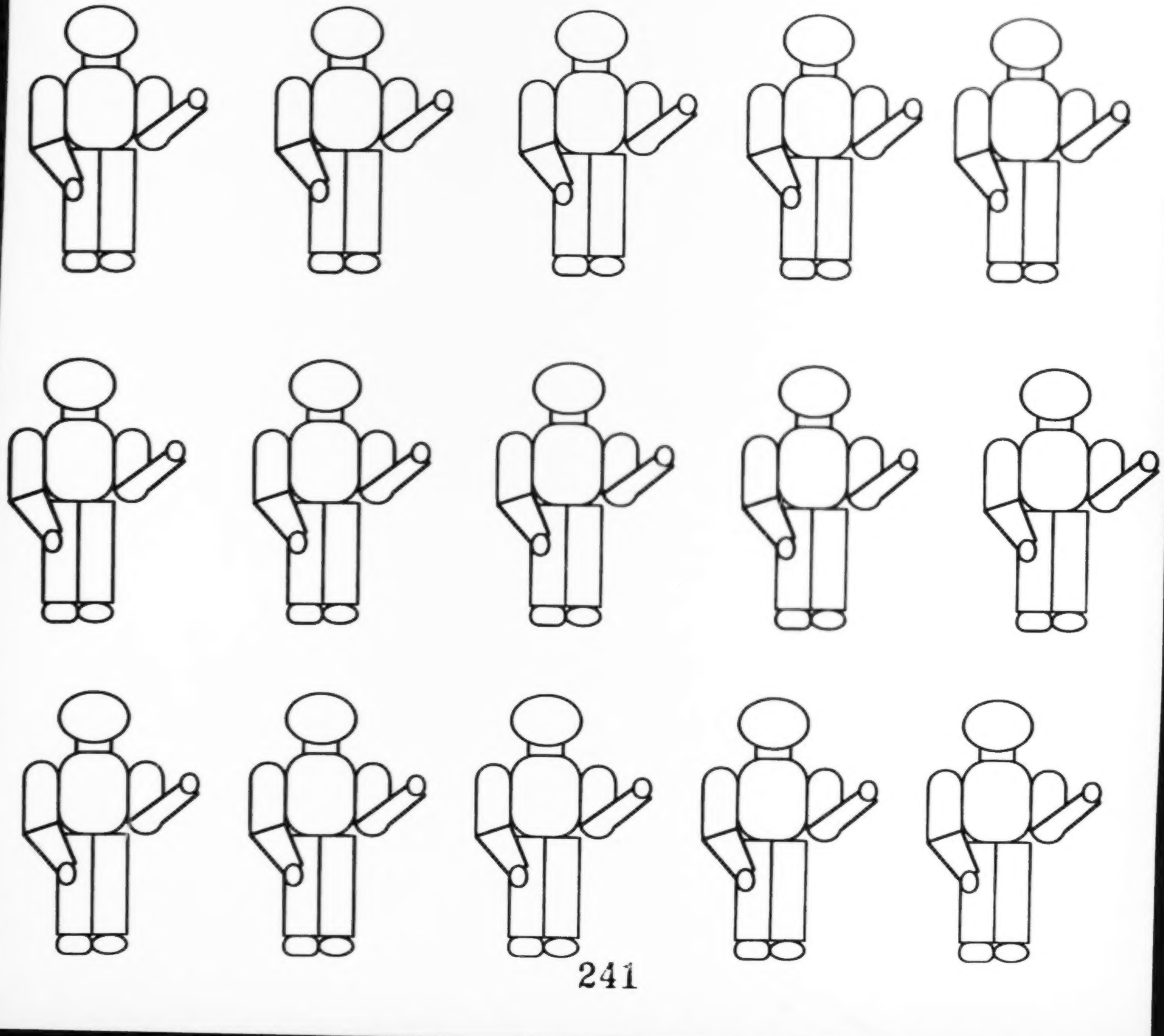


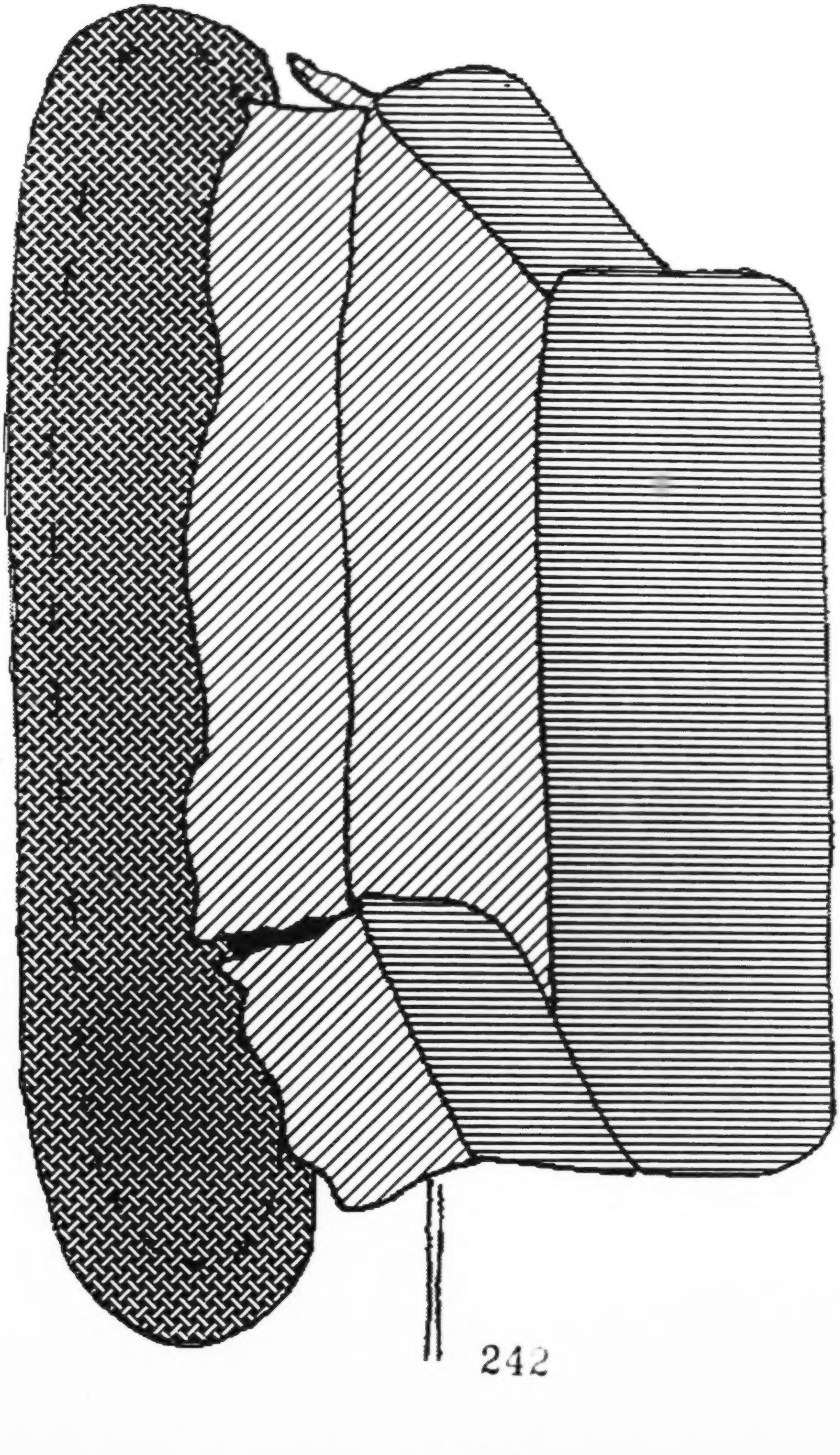
4. PUT THE BROWN PAPER ON TWO PAPER TOWEL ROLLS AND PUT THEM THROUGH THE HOLES IN THE SIDE OF THE BOX.



5. TURN THE ROLLS AND WATCH THE STORY MOVE.



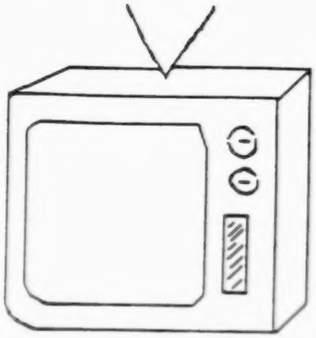


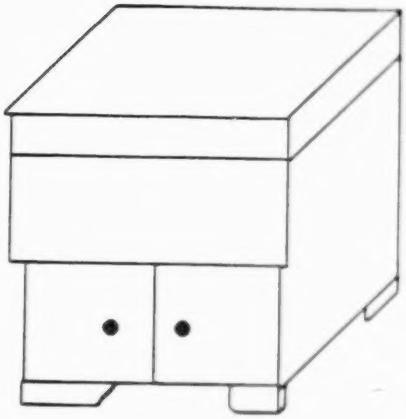


H. 50A

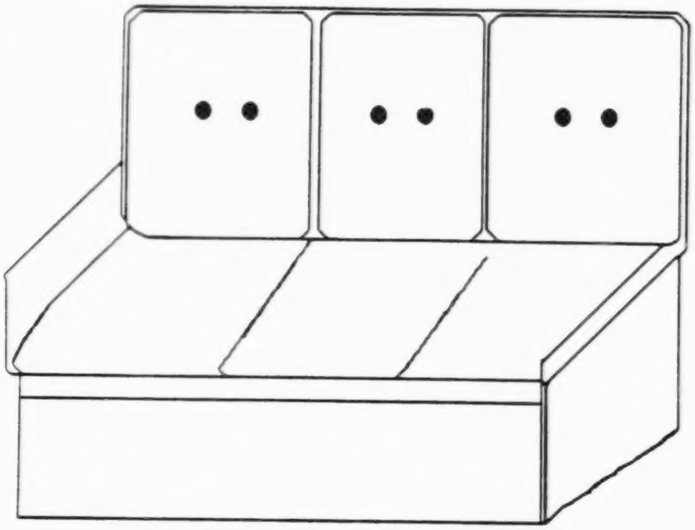
SIGHT VOCABULARY SHEETS

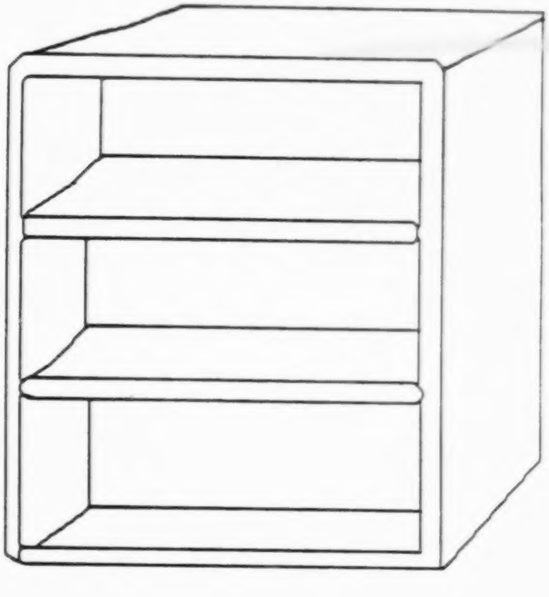
T.V. (TELEVISION)	COUCH
TABLE	LAMP
SHELVES	

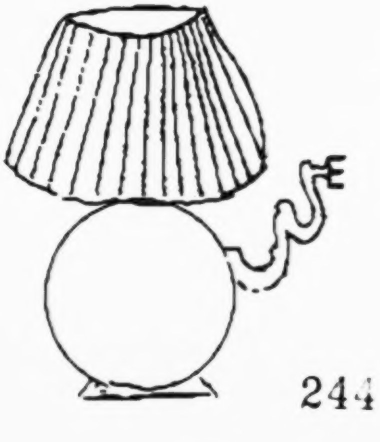

TV (television)

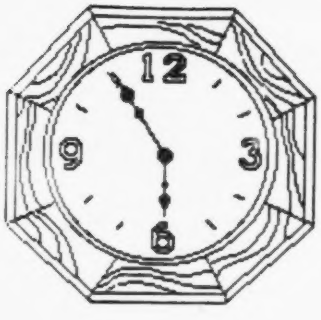


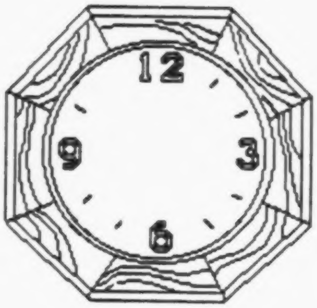
table

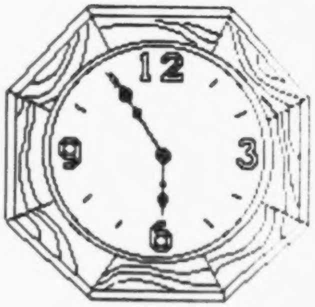

couch

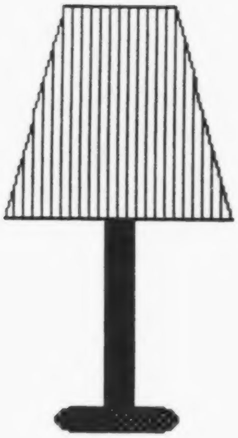

shelves

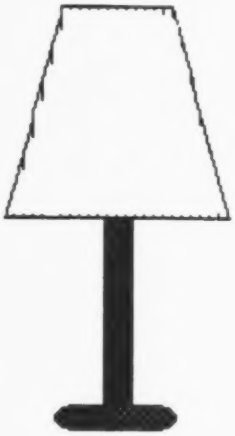

lamp

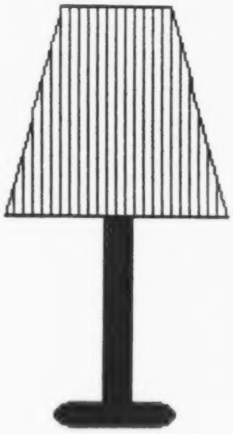

12
3
6
9

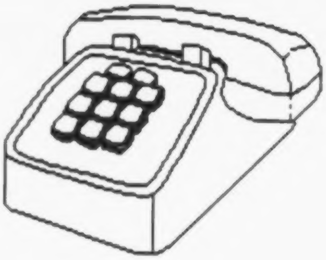

12
3
6
9

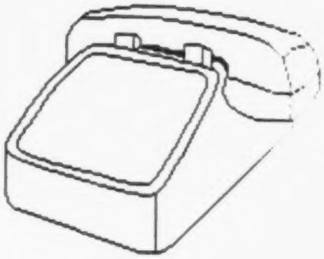

12
3
6
9

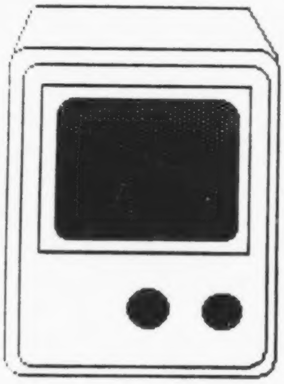


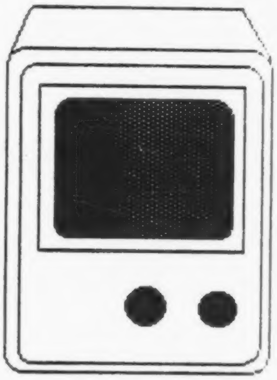


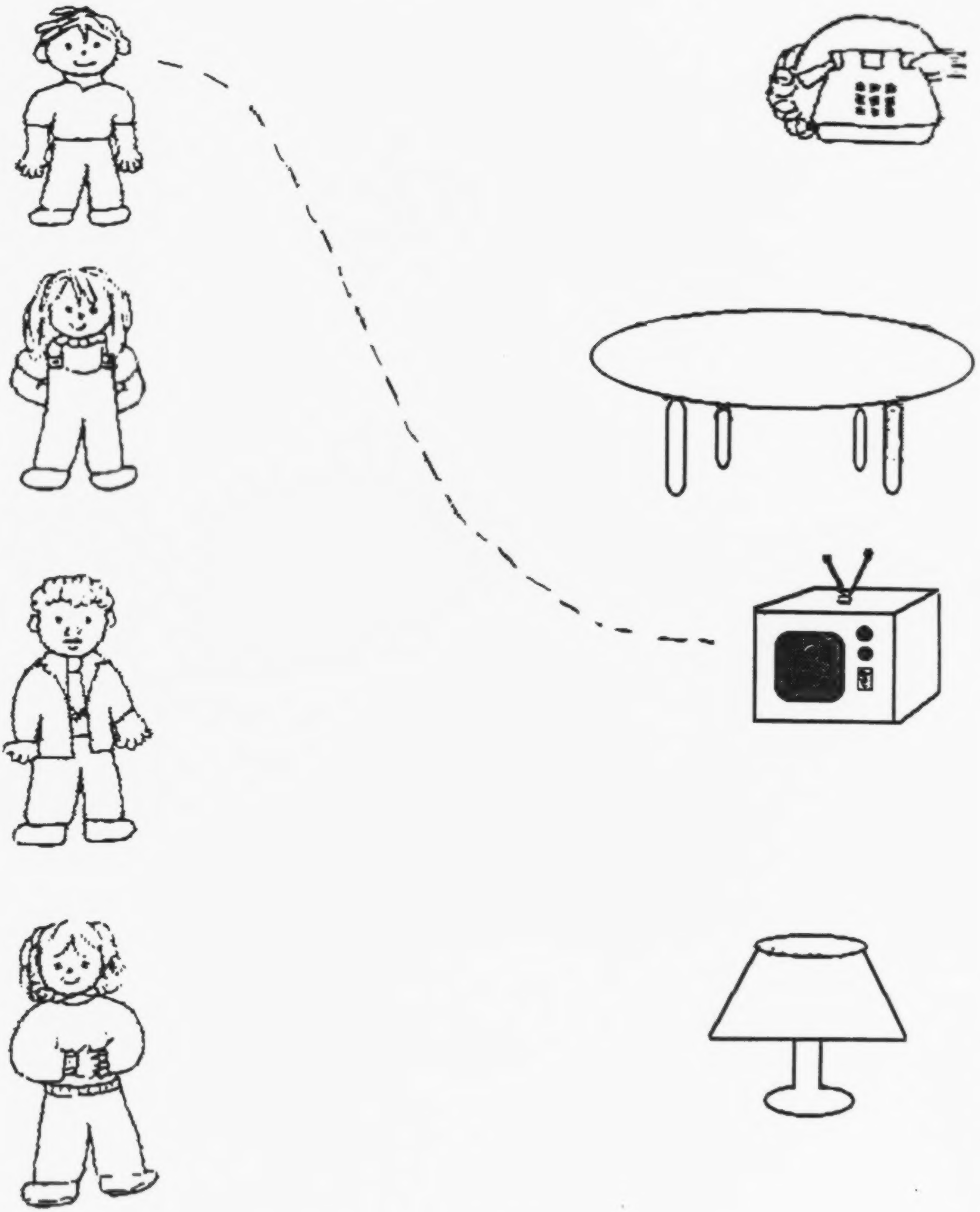












Blue
No 2
sides

APPENDIX

Books for the Home Unit

1. Allen, Pamela, Mr. Archimedes' bath, Lee &Shepard, 1980.
2. Bang, Molloy, Ten, nine, eight, Greenwillow Books, 1983.
3. Barrett, Judi, I hate to take a bath, Four Winds, 1975.
4. Barton, Byran, Building a house, Greenwillow Books, 1981.
5. Black, Irma Simonton, The little old man who cooked and ceaned, Albert Whitman, 1970.
6. Blocksma, Mary, Rub-a-dub: what's in the tub? Hampton-Brown Co., 1984.
7. Bond, Felicia, Poinsetta and firefighters, Crowmeill, 1984.
8. Boynton, Sandra, The going to bed book, Little Simon, 1982.
9. Boynton, Sandra, Good night, good night, Random, 1985.
10. Brimax Books, Bathtime, Brimax Books (1973)
11. Brimax Books, Bedtime, England 1983.
12. Brown, Marc, There's no place like home, Parents, 1984.
13. Elias, Horace J., The Flintstones: Wilma's busy day/story, Rourke Enterprises, 1981.
14. Greenleaf, Ann, No room for sarah, Dodd Mead, 1983.
15. Hamsa, Bobbie, Dirty larry, Children's Press, 1983.
16. Hayes, Geoffrey, Patrick takes a bath, Knopf, 1985.
17. Harris Dorothy Joan, Goodnight jeffrey, Warne, 1983.
18. Heide, Florence Parry, Benjamin budge and barney bail, Four Winds, 1967.
19. Hill Eric, Baby bear's bedtime, Random, 1984.
20. Hopkins, Margaret, Sleepytime for baby mouse, Platt & Munk, 1985.
21. Jackson, Ellen B., The bear in the bathtub, Addison-Wesley, 1981)
22. Kilroy, Sally, Babies' homes, Scholastic, 1984.
23. Kinngback, Jack, One, two, three, Go, Morrow, 1985.

24. Lingren, Barbro, Sam's bath, Morrow, 1984.

25. McPhail, David, Andrew's bath, Brown, 1984.

26. Maestro, Betsy, Harriet at work, Crown , 1984.

27. Mayer, Mercer, Little monster at home, Golden, 1978.

28. Rockwell, Anne and Harlow, My backyard, MacMillan Publishing Co., 1984.

29. Rockwell, Harlow, My kitchen, Greenwillow Books, 1980

30. Sharr, Christine, Homes Wonder Books, 1971.

31. Watanabe, Shigeo, I can build a house, Philomel Books, 1983.

32. Wells, Rosemary, Max's bath, Dial Books for Young Readers, 1985

II. Materials and Educational Toys

1. Whitney Bros. Co., Childcraft sink, mirror, training chair, tub
2. Childcraft hardwood doll furniture
3. Fisher Price and the Littles doll house furniture
4. Language master
5. Language master blank cards
6. Workbench tools
7. Megablocs - Learning Products, Inc

III. Records

1. My Street Begins at My House - Ella Jenkins
2. Share It - Rosenshantz

3. Children's Greatest Hits - Tom Glazer

4. Bert's Blockbusters (Sesame Street)
   The Bath Story

5. Singable Songs for the Very Young (Raffi)
   Brush Your Teeth

6. Music for 4's, 5's & 6's (Paper Bag Players)
   I Won't Take a Bath

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF NASSAU COUNTY

George Farber, *President*
Charles R. Russell Jr., *Vice President*
Henrietta B. Tuthill, *District Clerk*
Joseph M. Barry, *Vice District Clerk*
Alvin D. Delman
Michael R. Patterson
Wilbert R. Powell
Seymour W. Weiner
Iris Wolfson

Dr. Ira J. Singer, *District Superintendent*

Dr. Joseph A. Forte, *Deputy Superintendent*

Division of Special Education

Dr. Henry V. Colella, *Assistant Superintendent*
Catherine S. Pucciarelli, *Information Specialist*

Program for the Hearing Impaired

Susan Martello, *Principal*

Project CHIME

Maureen Metakes, *Project Director*
Georgene McKernan, *Assistant Project Director*
James Elliott, *Project Coordinator*